UNIVERSIDAD NACIONAL DE LOJA

ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN

ENGLISH LANGUAGE DEPARTMENT

TITLE

MICRO-CURRICULAR PLANNING AND ITS INFLUENCE ON THE ACQUISITION OF ENGLISH AS A SECOND LANGUAGE WITH THE STUDENTS OF 8th , 9th and 10th GRADES OF BASIC EDUCATION AT COLEGIO NACIONAL MIXTO VILCABAMBA, ACADEMIC YEAR 2014-2015.

Thesis as a previous requirement to obtain the Bachelor´s Degree in Sciences of Education English Language Specialization.

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CERTIFICATION

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CERTIFIES:

The following research work entitled MICRO-CURRICULAR PLANNING AND ITS INFLUENCE ON THE ACQUISITION OF ENGLISH AS A SECOND LANGUAGE WITH THE STUDENTS OF 8th, 9th and 10th GRADES OF BASIC EDUCATION AT COLEGIO NACIONAL MIXTO VILCABAMBA, ACADEMIC YEAR 2014-2015, under the responsibility of the undergraduate Janina Vanessa Malla Rengel, it has been thoroughly revised and analized the process reports of the research. I therefore, authorize its presentation for the pertinent legal aims.

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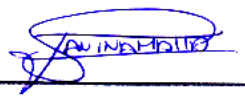
Firma: 

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The author

DEDICATION

This research work is dedicated first to God because he gaves me the opportunity to develop and achieve one of my important dreams, my parents and sisters who have given me all their support in order to finish it.

I desire to dedicate this work to my boyfriend, aunts and cousins, who have encouraged me during the time that I have needed to finish one of the main goals in my life.

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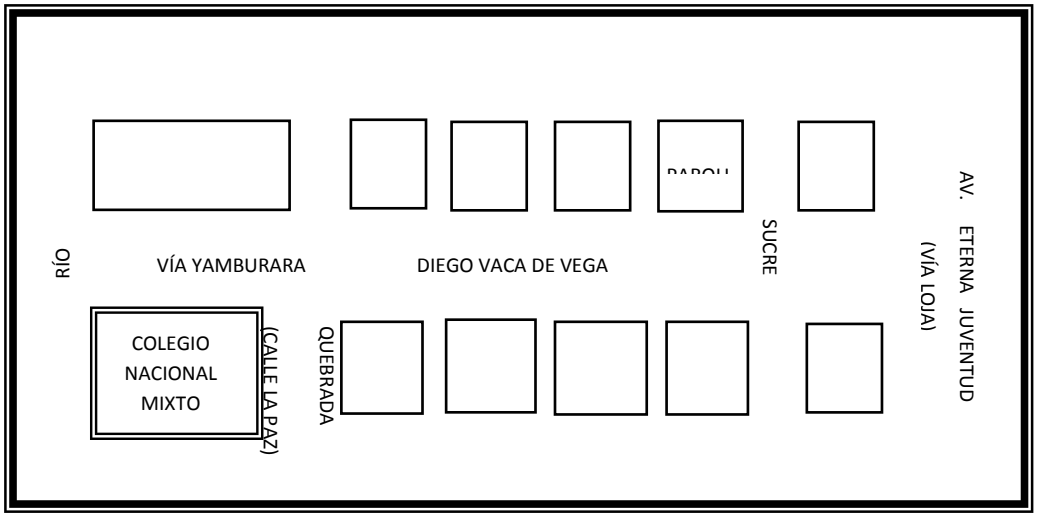

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a. TITLE

MICRO-CURRICULAR PLANNING AND ITS INFLUENCE ON THE ACQUISITION OF ENGLISH AS A SECOND LANGUAGE WITH THE STUDENTS OF 8th , 9th and 10th GRADES OF BASIC EDUCATION AT COLEGIO NACIONAL MIXTO VILCABAMBA, ACADEMIC YEAR 2014-2015.

b. RESUMEN

El presente trabajo investigativo tuvo como propósito establecer el impacto que tiene la Micro Planificación Curricular y su influencia en la Adquisición del Idioma Inglés como Segundo Lengua en los estudiantes de 8vo ,9no y 10mo Años de Educación Básica en el Colegio Nacional Mixto Vilcabamba y dar sugerencias que se incluyan en los programas de Micro Planificación Curricular para la enseñanza del Idioma Inglés .Los métodos científico, descriptivo, analítico-sintético y explicativo, fueron utilizados para desarrollar cada parte del trabajo, los mismos que fueron empleados en una muestra de 311 alumnos y 4 docentes en el Área de Inglés Una encuesta fue aplicada para docentes y estudiantes para verificar la hipótesis a través del análisis lógico de los resultados y la estadística descriptiva para representar los datos en cuadros y gráficos. Los resultados demostraron que los docentes de Inglés de este colegio si cumplen con la Planificación Micro Curricular establecida por el Ministerio de Educación del Ecuador como requerimiento en todo proceso de enseñanza, también se estableció que los docentes no consideran importante el uso de material didáctico como elementos de soporte de sus clases. Finalmente, se concluye que la Planificación Curricular es fundamental para que los docentes puedan aplicar las clases de Inglés y adquirir un buen manejo del Idioma dentro de clase.

ABSTRACT

This research work was aimed at establishing the impact of Micro curriculum planning and its influence on English second Language Acquisition in the students 8th, 9th and 10th Years of Basic Education at the Vilcabamba National Public High School and gives suggestions to be included in the programs of Micro Planning Curriculum for English Language Teaching. There were used the scientific, descriptive, analytic-synthetic and explanatory methods, with a sample of 311 students and 4 teachers of the area of English. A survey was conducted for teachers and students to verify hypotheses through logical analysis of the results and descriptive statistics to represent the data in tables and graphs. The results showed that teachers of English at this school know and apply the Micro Planning Curriculum established by the Ministry of Education of Ecuador as a requirement in all teaching process, also it was established that teachers do not consider teaching materials to support their classes. Finally, it is concluded that the curriculum planning is important for teachers to apply English classes and acquire a good of domain language in class.

c. INTRODUCTION

Nowadays the use of micro curricular planning is important in the education system in Ecuador, because it helps English Teaching Process in public and private institutions.

However, the general found was English teachers have knowledge about the use of micro curricular planning in teaching process, but they do not apply it, for this reason in this educative institution teachers cannot develop their classes in a good way. As a researcher, it is considered that the main problem is how Micro –Curricular-planning influences the acquisition of English as a second Language with students of 8th, 9th and 10th years of Basic Education at Colegio Nacional Mixto Vilcabamba. Academic year 2014-2015?

In the same way the sub- problems were stated as follow: Are the teachers planning the lesson daily and effectively in order to acquire English as a second language at Colegio Nacional Mixto Vilcabamba, academic period 2014-2015?. Does the Micro- Curricular planning have an influence on the development of English as a second language at Colegio Nacional Mixto Vilcabamba, academic year 2014- 2015?.

Besides, this research work has three specific objects such as: to examine Micro- Curricular planning application by the teachers of 8th, 9th and 10th

grades of Basic education at Colegio Nacional Mixto Vilcabamba; probe the provision and use of resources, provide possible suggestions; and provide possible solutions which could be included in a program to facilitate effective Micro- curriculum implementation.

The general problem and sub-problems as foundation., it was stated the general objective, to establish the impact of micro- curriculum on planning the acquisition of a second language in the classroom at the Colegio Mixto Vilcabamba, given the fact that the curriculum is deemed to be the vehicle which will ensure that all students have the knowledge, skills and attitudes which will facilitate social and personal development and growth.

Based on this objective, it was formulated the following general hypothesis; the students acquisition of English as second language at the Colegio Nacional mixto Vilcabamba is directly related with micro-curriculum Planning.

Besides, the sub-problems were contrasted with the specific objectives.
The first sub- problem , to examine micro- Curriculum Planning application by the teachers of 8vo ,9no and 10mo grades of Basic Education at colegio nacional mixto Vilcabamba, together with the formulation of the first specific hypothesis; teachers know about micro- curriculum Planning but they are not guided by it in the class development.

Then the second specific objective; to probe the provision and use of resources, together with the second hypothesis, teachers use adequate resources in the process of teaching English.

The third specific objective; to provide possible suggestions and solutions which could be included in a program to facilitate effective micro-curriculum implementation, together with the third specific hypothesis; teachers are updated in micro- Curriculum Planning.

On the other hand the methods used to carry out the research work were: Scientific Method was used to obtain and analyse theoretical referents; the descriptive Method was used to describe the current situation of the researched object; Analytic-Synthetic Method was used to analyse and interpret the main results that the researcher got through instruments applied in the field work and which helped to prove the hypotheses based on the results of major tendency. It also was helpful to analyse the theoretical frame; Explicative Method was used to explain the implicit relation of the variables in the research object, to give some points of view according to the obtained results and to explain the theoretical referents about the use of micro- curricular planning in the English teaching learning process.

This research work contains the following parts: review of literature, methodology, analysis, interpretation and exposition of the results,

discussion of the results and conclusions that were obtained and the recommendations that were suggested.

This research contains four parts: the first one is about review of literature that includes the theoretical frame reference which let the researcher to understand the micro-curriculum planning. The second part is referred to the methodology used in this research work, it include methods, techniques and detailed population on which the survey was applied. The third part contains the results, showed in tables and graphs, which contain the obtained data and the analysis of each question. The last part refers to the conclusions that the researcher arrive after carry out the analysis and interpretation of results. Those aspects allowed generating recommendations to the research institution.

d. LITERATURE REVIEW

MICRO LESSON PLANNING

According to Fullan (2007) “curriculum implementation consists of the process of putting into practice an idea, program, or set or activities and new structures to people attempting or expected to change” (p.84). This definition implies that curriculum implementation is related how teachers interact with the macro- curriculum and develop it into the micro-curriculum which they deliver to students in the school and classroom setting (Deng, 2007).

Micro lesson planning refers to planning a particular lesson that involves making early decisions to reduce uncertainty and surprises and it is based on an objective or objectives, which is carried out in the classroom. micro lesson planning begins selecting a topic or grammar point and building a lesson through different actions or a set of procedures by which a more rational organization and is introduced into a set of activities and actions hinged together, planned in advance, are intended to achieve certain goals and objectives by the action efficient use of facilities and resources, scarce or limited.

The micro-curriculum planning begins an activity that introduces the topic or elicits the grammar naturally (a warm-up activity), after that an explanation about the point to be studied. Then, teachers devise a few

activities that allow students to practice the target point, where the different skills being treated (speaking, listening, reading, writing). Finally, teachers should consider in the plan a brief wrap-up (feedback) activity that brings the lesson to a close. For example, it could be a planning to ask students to share their answers.

REASON FOR PLANNING

Some teachers prepare their lessons as formal evidence to their students in which shows what the teachers have devoted time thinking about the class, it is going to give the lesson framework where teachers will expose their level of professionalism and a commitment with the students. A lesson plan should be flexible and respond creatively to what happens in the classroom, here it helps to remain to teachers what they in tented to do, the destination of the ideas and the how to get there.

Teachers think better in planning especially when they are going to be observed as a part of assessment or performance review. In this case the planning will be more elaborated than usual; the most important reason is because they want to observers know, what they intent in order to establish how well the class is given and how well that intention is carried through.

ASPECTS TO CONSIDER IN A LESSON PLAN

It is very important that teachers always look for coherence and variety in a lesson shape; coherence means that there will be a logical pattern to the lesson; variety means to have different activities. A good lesson needs to have a connection between the different activities and the periods that teacher planning; there should be balance of engagement, study and activation in a lesson plan.

If teachers are conscious about the need of variety in the lesson plans, and their behavior as a way to avoid students¨ boring, also they should be clear in the importance of apply the same principles to a sequence lesson stretching for example some weeks or a month. so that students will want to see a transparent connection between lesson and aims and objectives to their program of study in a coherent pattern of progress and the topic linking.

Teachers should care about two dangers that may prejudice the success of a sequence of lesson. The first is predictability; students feel less motivated if they know what they are going to learn. The second is sameness; it consist in students may feel less enthusiastic if there be routine. To avoid these kind of problems, teachers should choose the three ESA Engage Study Activate) learning elements, which will help us to solve those problems. There are different ways to combining and

sequencing the three elements, the use of ESA depends of the task, the level and age of the student and what teacher want them to achieve.

When teachers though about lesson plan. They will be answering seven important questions when they develop the activities to take to a lesson such as:
Who exactly are the students for this activity?, What do we want to do and why?, How long it will take?, How does it work?, What will be needed?, What might go wrong?, How will it fit in with what comes before and after it?

Another aspect to consider in a lesson plan are the success indicators; these ones are going to establish if the lesson or part of it has been a success. Evaluation let teachers to know how the things have gone; it is important if our lessons are to develop in response to our students ¨progress; thus teachers need to plan future lessons on the bases of what happened in the last classes (considering the use of an activity more than once or if there is necessity of change the way of use that activity) of these will depend on how successful it was the first time teachers tried it.

When the lessons and activities are evaluated, it is necessary to answer the following questions: was the activity successful? Did the students enjoy it? Did they learn anything from it? What exactly did they get from the activity? How could the activity be changed to make it more effective

next time? Teachers must answer these questions because they would continue with activities and techniques that either do not work. With the answers, teachers might do appropriate modifications and write a new successful plan.

Another data that help to evaluate the lessons or activities is feedback from students teaches might ask students the following questions:

Did you like that exercise? Did you find it useful? The answer to these questions may prove a fruitful place to modify what happens in class. Furthermore teachers should consider the peer observation as a way of getting reactions to the new techniques, where a collegue can observe what happens in the class and make suggestions afterwards.

PLAN FORMATS

A big group of teachers when write (lesson plan) use note-form hints to themselves, to remain them what they have to do. And of course there are also teachers who keep the whole plan in their heads. This may be only helping them, of course, but won't help anyone else (observers, possible substitute teachers, etc.) to know what they had in mind. It is necessary to write down exactly what it is going to do and note down each sentence that the students are going to say when making plans.

Each institution has a format or scheme for the formal plan but most of them consider the following elements:

Description of the students.-this includes to a detailed description of individual students about their weaknesses and strengths and how they respond to different activities.

Aims and objectives.- most lesson plan should have primary and secondary aims in which are stated what teachers hope to achieve.

Procedures.- This talk about the description of how it will be executed, where teachers can include pattern_of interaction. These can be letters with specific meaning, for example: T-ss (for times when the teachers talk with students), S-S (for pair work), SSS_SSS (for group of work). Teachers can write the complete words such as groups, peers etc. or use phases such as students{ look through the picture and match them and others. The timing also is considered to have an idea of how long we expect things to take.

Anticipated problems.- teachers make a list of students potential difficulties and suggestions about what to do if they have increased. Also they may consider what they do if the equipment is failed or if the students have a lot of difficulties.

Extra activities.- (just in necessary cases) teachers include or send extra activities if things go faster than anticipated.

Material to be used in the lesson.- these are didactic resources to use with the students to their plan.

Lesson plan blank.

Group	Date	Time:	No. of students
Recent topic work		Recent language work	
Aims: (stated in input terms, i.e. what teachers intent to do)			
Objectives: (stated in output terms, i.e. what students are expected to do)			
Assessment:			
Materials:			
Anticipated problems:			

Timing	Teacher activity	Student activity	Success indicators	Aims of the stage
Additional possibilities:				
Homework- further work:				

The actual form of the plan becomes important for teachers, especially when they are going to be observed; in that circumstance, the plan format is determined by training program and the trainers who teach it.

There are two elements in the above template, the first of them is called success indicators where the teacher has to note down how they are going to measure the success of what happens. This will determine students and teachers to know if something has worked.

The final heading for homework-further work will show the teachers ideas ahead beyond the actual lesson.

SECOND LANGUAGE ACQUISITION OF ENGLISH

It is important to consider the acquisition of a second language is associated with a first language because of the learner has already acquired a set of habits from his /her first language VanPatten (2003). Tabor (1977) argues “for these children, then, second language acquisition is not a process of discovering what language is, but rather discovering what this language is” (p.12).

Some authors, such as Perez & Torres-Guzman (1996) hold child develop proficiency of a second language in the same way as He/ She gets their native tongue, following their parents or caregivers patterns and they are going to improve it as child goes to school or interact in the target language.

McLaughlin (1984)says “ultimate retention of two languages depends on a large number of factors; such as the prestige of the languages, cultural pressures, motivation, opportunities of use- but not on age of acquisition”(p.73). The most important factor in the second language acquisition is motivation, it will depend of learner real necessities, ideas and feeling; in other words child is going to acquire a second language if doing so is perceived to be valuable. McLaughlin(1984)

DIDACTIC RESOURCES FOR TEACHING LEARNING PROCESS OF ENGLISH LANGUAGE.

All human activities need a tool or tools to support an activity. English in one of those activities which to be developed use different instruments. According to Garcia (1996)”resources are any instruments that help us to achieve any goal; that is, auxiliary material with which the pupils develop the learning process”. Didactic resources are going to let an easier instruction and an adequate understanding. For TEFL anything can be a didactic resource, the real objects, the human body and the crucial element is the word (Garcia, 1996). Nowadays the opportunity to access to different kind of resources is wide since the technological era has come.

Today it has talked about Pre technological Resources and technological resources. First of them are consider as traditional resources but it does not mean that they are not effective which do not use a technologic device

or equipment for its function. They are considering as main supplies of the teachers; we can list board, blackboard, notice board, chalk, markers, erasers, scissors, flip charts, sheet of papers.

The technological resources or Educational technology is the considered implementation of appropriate tools, techniques, or processes that facilitate the application of senses, memory and cognition to enhance teaching practices and improve learning outcomes. Educational technology is the effective use of technological tools in learning. As a concept, it concerns an array of tools, such as media, machines and networking hardware, as well as considering underlying theoretical perspectives for their effective application

All kind of didactic resource are going to help teachers to innovate their classes if they use correctly them in order to be very productive and to have positive consequences on students (Garcia, 1996).

IMPORTANCE OF DIDACTIC RESOURCES

- They enrich the sensorial experience
- They save time, both in explanations and in their selection and manufacturing
- Stimulate the imagination and the capacity of abstraction of the student

- They facilitate the acquisition and the setting of the learning
- Help the education of multiple intelligences, logical, systematics, creative and logical thinking to the acquisition of the knowledge.

Micro-curriculum planning is the implementation relates to their personality attitudes, behavior and motivation, and depends on a strong interrelationship between students and others for the implementation to be successful, and of course the students´ attitudes, behavior and their understanding, can influence in micro-curriculum implementation in school and classroom contexts too.

Acquisition of English can make possible when the command is used correctly with the learner; with several hours of training, a person can be ready to speak the language. The best language acquisition experience is to comprehend the target language before speaking the target language. In addition, the way as children learn a language is inherently systemic in nature based in parents' interaction patterns first then with others.

e. MATERIALS AND METHODS

METHODS, TECHNIQUES AND PROCEDURES

Methods

By nature of this research, the methodological procedure was deductive theoretical, since education has rules, principles and doctrines that guide their activities and these are theoretical. Moreover, in developing research 3 hypotheses were proposed, so that methodological was established as the hypothetical-deductive. In the research work were used several methods, which complement each other, they are the scientific method, inductive, deductive, hypothetical-deductive, analytical, synthetic and descriptive.

THE SCIENTIFIC METHOD helped to discover through a systematic and orderly process the reality of the problem, its processes and results, both in the theoretical information and in the field which allowed to check and to verify the hypothesis. Moreover, this method contributed the formulation of the objectives, general and specific that guided the development of this research.

ANALYTIC-SYNTHETIC METHOD allowed to analysis the theoretical and practical contents, as well as distinguishes the elements of the object of study and analysis of the Micro curriculum planning and its influence in the

acquisition of English as second language with students of 8th, 9th and 10th years of basic education. Also it helped to determine the variables and indicators and to develop the research instrument for empirical information required.

THE SYNTHETIC METHOD facilitated the construction of the theoretical framework, the analysis of new bibliographic data, statistics, which gave a sequential order to the work to develop.

THE INDUCTIVE METHOD compared the information of the field of investigation and interpretation of principles that govern the micro curriculum planning and the acquisition of English as second language. It also interpret statistical data that was obtained from the surveys of teachers and students of the institution.

THE DEDUCTIVE METHOD explained particular cases, based on general facts that have been stated at the time to investigate the Micro curriculum planning and its influence in the acquisition of English as second language, and provide the necessary elements for the development of the theoretical framework, also with the information collected it was done an abstraction and deduction of the most important and relevant criteria that would be very essential to build.

THE HYPOTHETICAL-DEDUCTIVE METHOD allowed contrasting the reality of the institution to investigate with the conceptual framework, and

thus it was established the measurement of the variables and their indicators.

THE DESCRIPTIVE METHOD was employed for the description of the observations made on campus to investigate and thus to indicate how the Micro curriculum planning influence in the acquisition of English as second language with students of 8th, 9th and 10th years of basic education. Finally it was used in the collection of statistical data.

TECHNIQUES AND INSTRUMENTS

In the development of this research, it was employed the following techniques:

A Survey that was used as the main research technique because it is widely used for collecting data in most areas of social inquiry; it was elaborated with its instrument the questionnaire to get enough information about the indicators that permitted to prove the specific hypotheses. The survey was applied to all English teachers and students of the of 8th,9th and 10th years of Basic Education of the Colegio NACIONAL MIXTO VILCABAMBA to establish how the micro curriculum planning works in the acquisition of a second language. It was applied through a questionnaire that was elaborated with closed questions about the indicators that guided the research work.

PROCEDURES

Once the empiric information was gathered, it was developed these stages:

Tabulation

In the tabulation of the data obtained it was used the descriptive statistics for the closed questions and joining criteria from the reason or explanation of every question, also the information of the teachers and students were contrasted in order to get the right information.

Organization

After the empirical information was organized, the questions were classified appropriately that helped to prove every hypothesis and to keep in mind the variables of the same ones as a guide that supported to prove them.

Description

The obtained data was organized; those were showed in statistic tables that was displayed the frequency and the percentage of the obtained indicators in the applied instruments. All these allowed representing the information graphically.

Graphic representation

After the data was described, those were represented graphically, so it facilitated the interpretation and consequently the critical analysis of every question. The bars diagram was used to show this information.

Interpretation and analysis

Once the information was presented in tables and graphs, it was interpreted regarding percentages and it was analyzed according to the categories of the theoretical frame, the main tendencies in the outcomes and the variables of the specific hypothesis.

Hypothesis verification

The hypothesis was proved through a deductive hypothetical process supported in the logical analysis of the field investigation whose final findings are expressed in a descriptive mode

Formulation of conclusions and elaboration of the report

The conclusions were developed based on a specific analysis of the outcomes and those gave some recommendations to the teachers and authorities of the institution researched in order to contribute with the solution of the problem of the present work.

Finally, the final report was designed through chapters that allow the understanding of the theory and of the outcomes that the present research obtained, which can be used to develop more research in the future.

f. RESULTS

TEACHERS` SURVEY

Hypothesis 1:

Teachers at Colegio Nacional Mixto Vilcabamba know about Micro-Curricular Planning.

Question 1

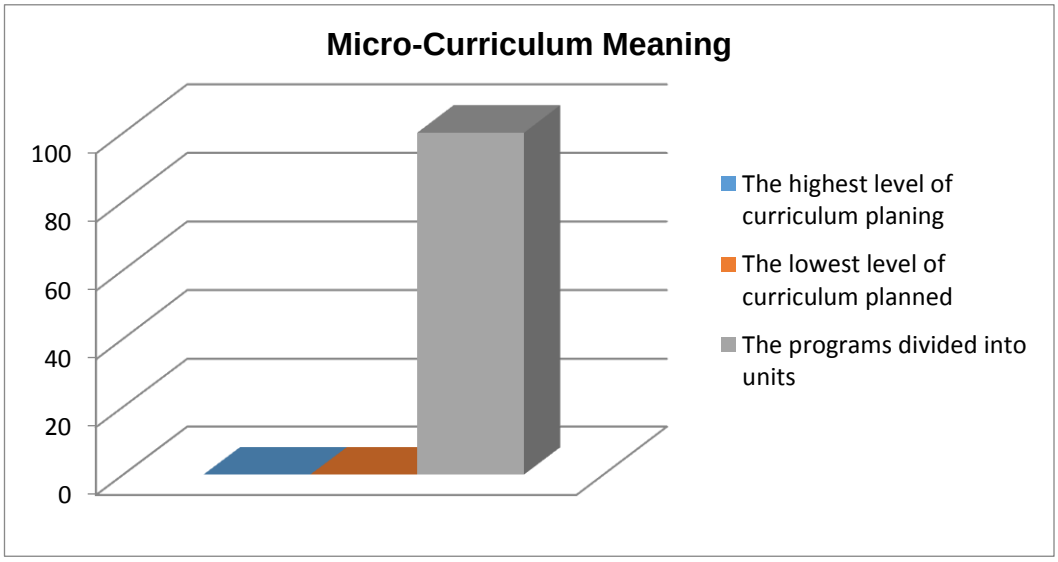
What does micro – curriculum mean to you?

a. Chart 1

Micro-Curriculum Meaning	Teachers	
	f	%
The highest level of curriculum planned for a school year	0	0
The lowest level of the curriculum that is used to program learning operations	0	0
The programs of a subject area divided into unit	4	100

Source: teachers´survey of Colegio Nacional Mixto Vilcabamba
Researcher: Janina Vanessa Malla Rengel

b. Graph 1



c. Logical Analysis.

Graph number one indicates that all the population of teachers is agreeing with the meaning of what the micro- curriculum is; which contains programs of a subject that are divided into units. According to Conelly `s point of view (1998) it is clear that curriculum means a course of study. The author considers curriculum it as a dynamic process of development that connotes changes, which are systematic. A change means modification or improvements of existing condition for the better, where a curriculum can become one`s life course of action.

Question 2

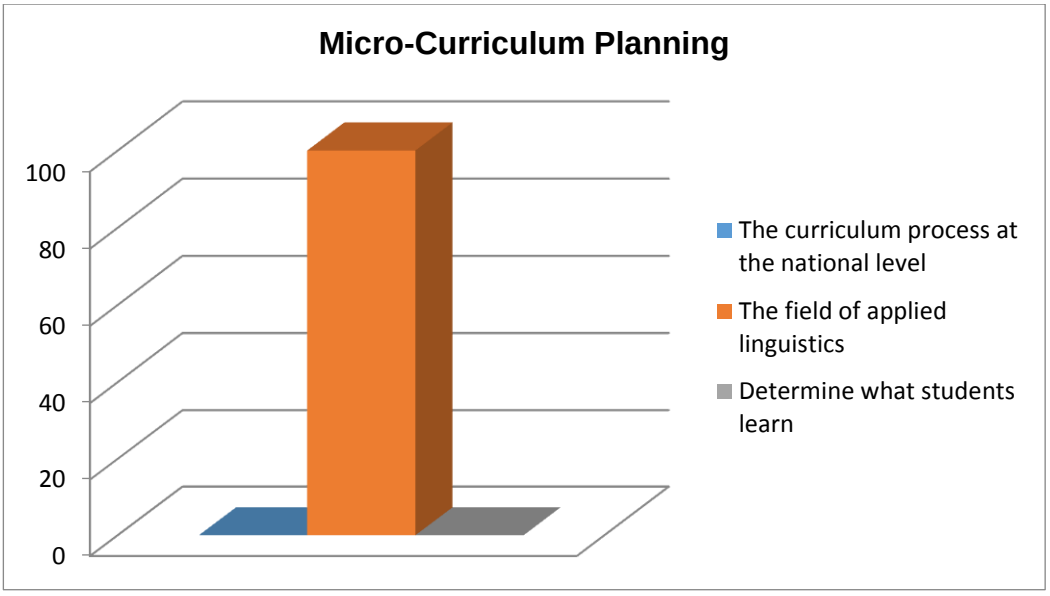
What is the most appropriate definition of Micro-Curriculum Planning?

a. Chart 2

Micro- Curricular Planning	Teachers	
	f	%
The curriculum decision-making process at the national level for the development of new revised syllabus or handbooks or resources at school.	0	0
It refers to the field of applied linguistics that addresses the lesson issues	4	100
It focuses on determining what students learn in the school	0	0

Source: teachers´survey of Colegio Nacional Mixto Vilcabamba
Researcher: Janina Vanessa Malla Rengel

b. Graph 2



c. Logical Analysis.

Graph two shows that whole teachers are in the same position as Richards (2013) who thinks that" language curriculum development refers to the field of applied linguistics that addresses the lesson issues (p.2). Richards(2013) maintains that "Micro-curriculum planning is a process that can determine what students should study in the school, what experiences can help to get the aims and goals, how carry out the process of teaching and learning, how the educational system and the process of teaching and learning can be planned , measured and evaluated.

Question 3

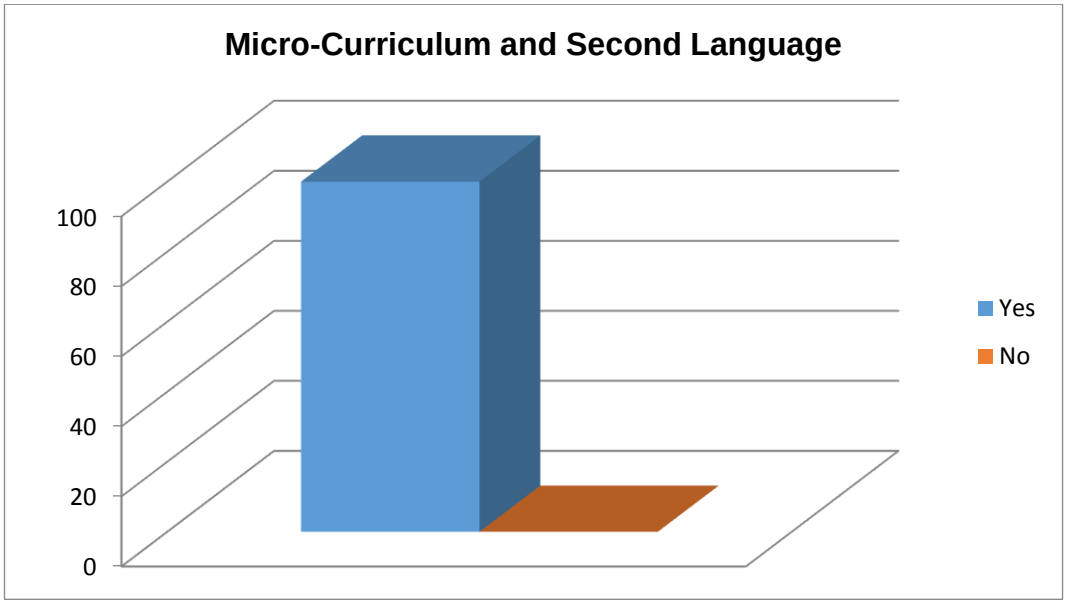
Do you believe that Micro-Curricular Planning influences the students' second language acquisition.

a. Chart 3

Micro-Curriculum and Second Language Acquisition	Teachers	
	f	%
Yes	4	100
No	0	0

Source: teachers´survey of Colegio Nacional Mixto Vilcabamba
Researcher: Janina Vanessa Malla Rengel

b. Graph 3



c. **Logical Analysis**.

The above information shows that all teachers think that the micro-curriculum planning influences in students` second language acquisition. Tyler (1945) micro-curriculum widely influences in students' second language acquisition because of it involves the formulating of objectives for students 'achievements.

Question 4

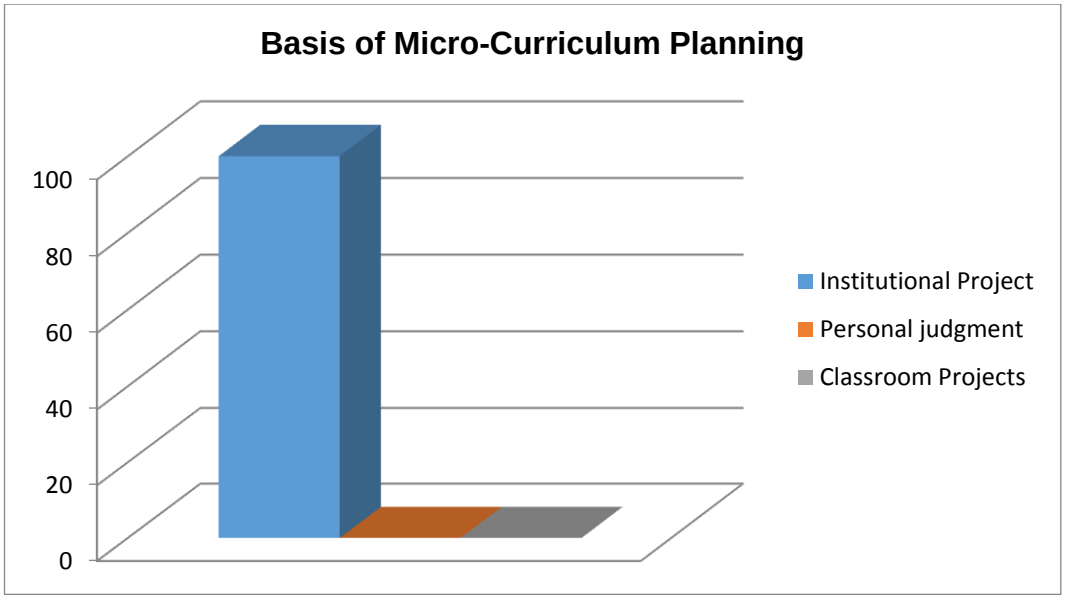
What is your Micro-Curricular Planning based on?

a. Chart 4

Basis of Micro- Curriculum Planning	**Teachers**	
	f	**%**
Institutional project	4	100
Your personal judgment	0	0
Classroom projects	0	0

Source: teachers´survey of Colegio Nacional Mixto Vilcabamba
Researcher: Janina Vanessa Malla Rengel

b. Graph 4



c. Logical Analysis.

As it is shown in graph four all the population consider that to achieve greater effectiveness in micro- curriculum planning, it is suggested that the process start considering the Institutional Educational Project. Fullan (2007)"curriculum implementation consists of the process of putting into practice an idea, program, or set or activities and new structures to people attempting or expected to change" (p.84). This definition implies that curriculum implementation is related how teachers interact with the macro-curriculum, meso-curriculum and develop it into the micro-curriculum which they deliver to students in the school and classroom setting (Deng, 2007)

Question 5

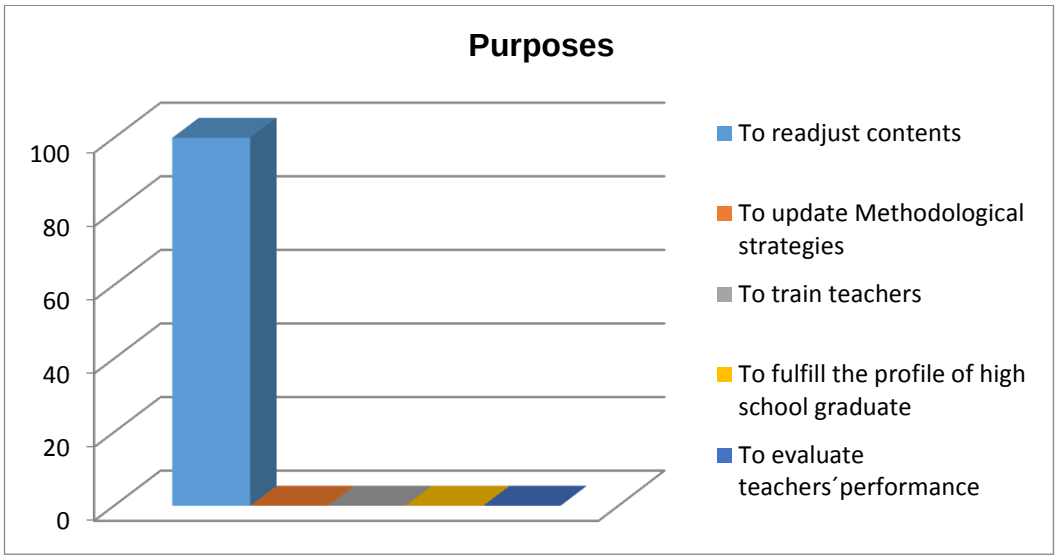
What is one of the purposes of Curriculum Planning?

a. Chart 5

Purposes of curriculum planning	Teachers	
	f	%
To readjust contents	4	100
To update methodological strategies	0	0
To train teachers	0	0
To fulfill the profile of high school graduate	0	0
To evaluate teachers` performance	0	0

Source: teachers´survey of Colegio Nacional Mixto Vilcabamba
Researcher: Janina Vanessa Malla Rengel

b. Graph 5



c. Logical Analysis.

Regarding to graph five it shows that the all teachers think that the purpose of curriculum planning is to readjust contents. According with Richards (2001, 2013) the principal purpose of curriculum is guide and facilitate so as support the teaching and learning process in which they engage and the beliefs that they hold, as well as give impetus for changes in approaches to language teaching.

Question 6

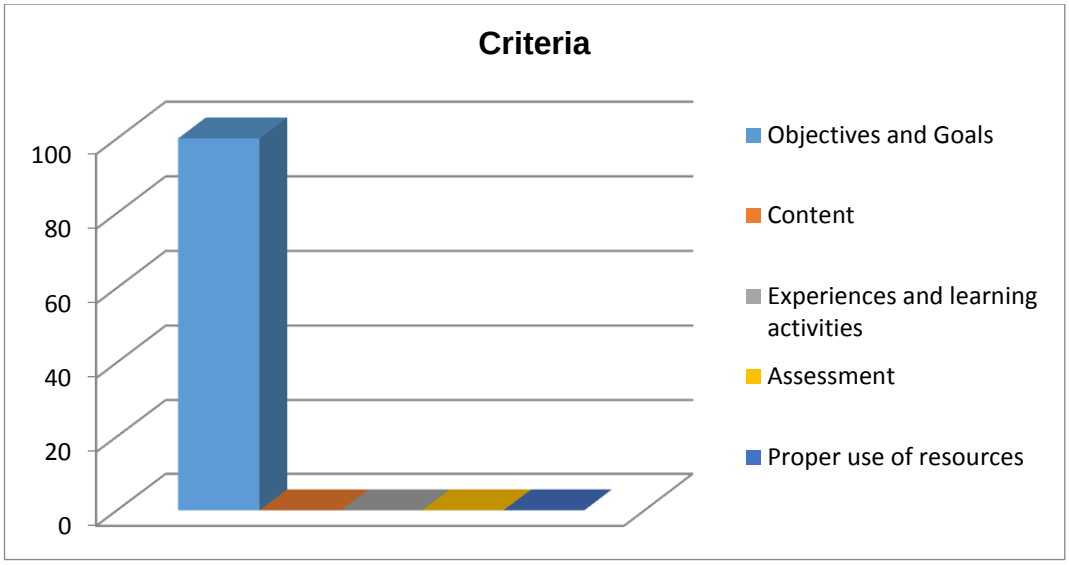
What criteria must teachers take into account to carry out the Curricular Planning.

a. **Chart 6**

Criteria	Teachers	
	f	%
Objectives and goals	4	100
Content	0	0
Experience and learning activities	0	0
Assessment	0	0
Proper use of resources	0	0

Source: teachers´survey of Colegio Nacional Mixto Vilcabamba
Researcher: Janina Vanessa Malla Rengel

b. **Graph 6**



c. **Logical Analysis.**

Graph six indicates that all population of teachers take into account to carry out the curricular planning principally objectives and goals. Tyler (1950) thinks that it is very important that teachers take into account to carry out the curricular planning the objectives and goals due to the fact that they involve the students´ achievements. McKiernan (2008) the content is developed from the objectives, and the learning experiences; then the assessments are designed from the content. The evaluation is carried out after the implementation of the content to see whether or not the objectives have been achieved.

Hypothesis 2:

Teachers at Colegio Nacional Mixto Vilcabamba use adequate didactic resources in the English Teaching-Learning Process.

Question 7

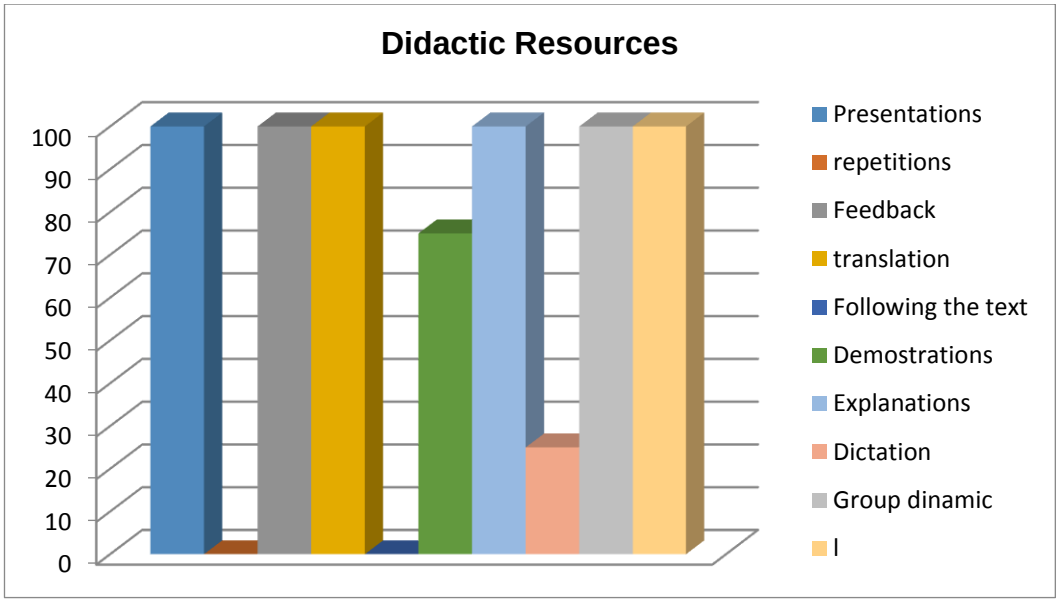
What of the following Techniques do you use in the teaching-learning process

a. Chart 7

Didactic Resources	Teachers	
	f	%
Presentations	4	100
Repetitions	0	0
Feedback	4	100
Translation	4	100
Following the text	0	0
Demonstrations	3	75
Explanations	4	100
Dictation	1	25
Group dynamic	4	100
Questioning and answering	4	100

Source: teachers´survey of Colegio Nacional Mixto Vilcabamba
Researcher: Janina Vanessa Malla Rengel

b. Graph 7



c. Logical Analysis

In graph seven it can be seen that the used techniques are: feedback, translations, explanations, group dynamic questions, answering and presentations; then in minor rank is demonstration and dictation. Tested teachers answered they do not use the textbook and repetitions in their classes; these instructional materials considered as basic components of curriculum which are going to act as Ministerio de Education y Cultura (2004) “facilitators of the teaching process which answer to the question what to teach with?” they represent the material component (Information and communications technology-ICT) of that pedagogical process… to motivate and activate the relationships given there…” (p,114-115)

Question 8

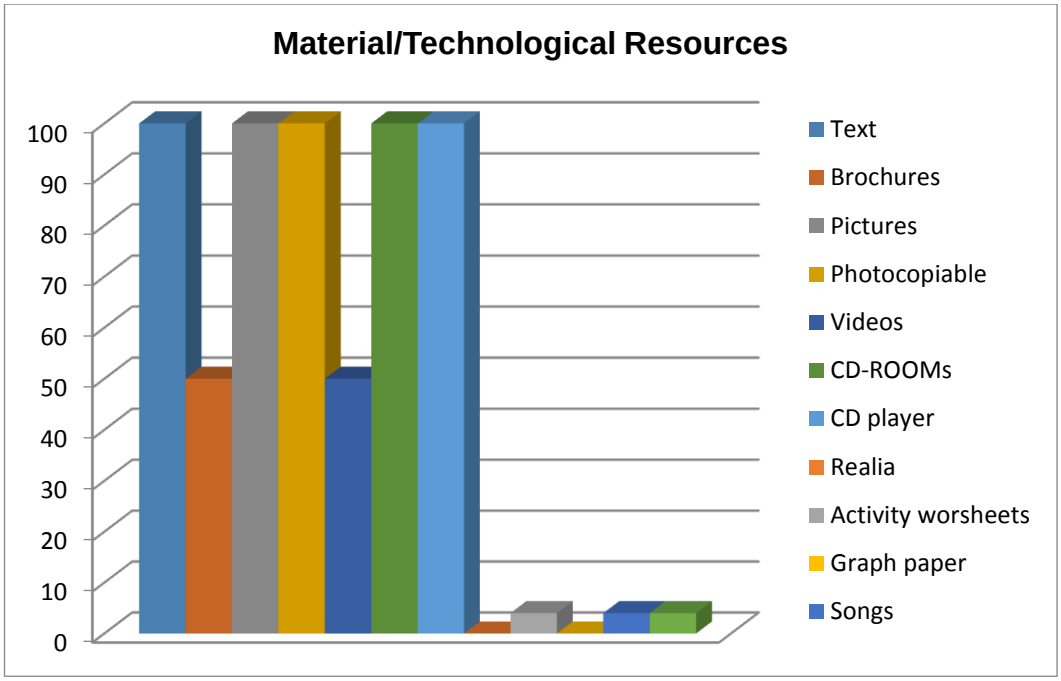
Which of the following material/technological resources do you use in your English class?

a. Chart 8

Material/Technological Resources	Teachers	
	f	%
English text	4	100
Brochures	2	50
Pictures	4	100
Photocopiable	4	100
Videos	2	50
CD-ROMs.	4	100
CD player	4	100
Realia	0	0
Activity worksheets	4	100
Graph paper	0	0
Flies	0	0
Website	4	100
Songs	4	100
Computer programs	0	0
Overhead projector	0	0

Source: teachers´survey of Colegio Nacional Mixto Vilcabamba
Researcher: Janina Vanessa Malla Rengel

b. Graph 8



c. Logical Analysis.

Graph eight shows that all the teachers combine some permanent and technician resources in their classes such as English text, pictures, photocopiable, with computer, website, CD Players; CD. ROOMs, activity worksheets and songs. Half of teachers use videos, brochures and no one employs website, realia and graph papers in the English teaching process according to those answers; it is clear that there is contradiction in their use, due to the fact that they use websites but the school does not have any computers, overhead projector and speakers. According to Richards and Rogers (1986) point of view" the materials' main role is to encourage communicative language. A wide range of materials are used to support the Communicative Approach (text based materials; task based materials

(internet, videos, magazines, histories, stories) and realia); these are used as a way of influencing the quality of classroom interaction and language use" (p. 79). Another benchmark of high significance of curriculum projection is the use of ICT (Information and Communication Technologies) in the educational process, for example, video, television, computers, internet, virtual classrooms and other alternatives to support teaching and learning processes such as:

- Finding information quickly.
- Display of places, events and processes to give greater objectivity to study content.
- Process simulation or reality situations.
- Participation in educational games which contribute to deepen playful learning.
- Assessment of learning outcomes.

In the details of teaching and learning included within the curriculum document, suggestions about times and ideal conditions for the use of ICT, which may be applied to the extent that schools have the resources are made to do(Ministerio de Educacion y Cultura,2004)

Question 9

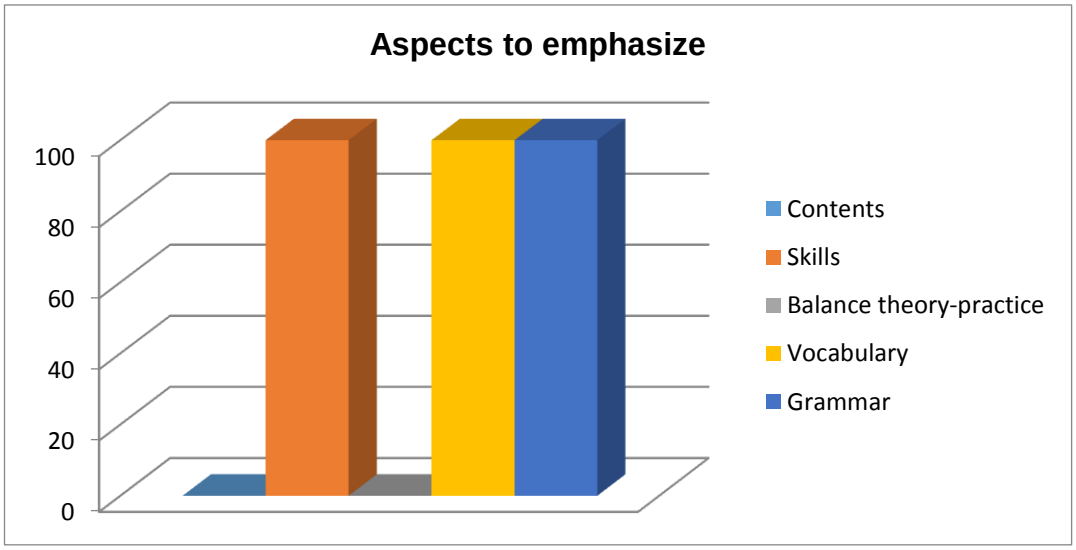
What aspects do you emphasize mostly when teaching English

a. Chart 9

Aspects to emphasize	Teachers	
	f	%
Contents	0	0
Skills	4	100
Balance theory-practice	0	0
Vocabulary	4	100
Grammar	4	100

Source: teachers´survey of Colegio Nacional Mixto Vilcabamba
Researcher: Janina Vanessa Malla Rengel

b. Graph 9



c. Logical Analysis.

Graph nine shows that teachers emphasize in developing vocabulary and grammar in teaching English while they do not consider important to

establish a balance between theory and practice and content. It can be seen that teachers use the Grammar longer existed and had died out to be replaced world-wide by the fun and motivation of the communicative classroom. If we examine the principal features of Grammar (use of vocabulary), when teachers use to teach by translating supporting vocabulary. However, we would see that not only has it not disappeared but that many of its characteristics have been central to language teaching throughout the ages and are still valid today(Richard,2013)

Question 10

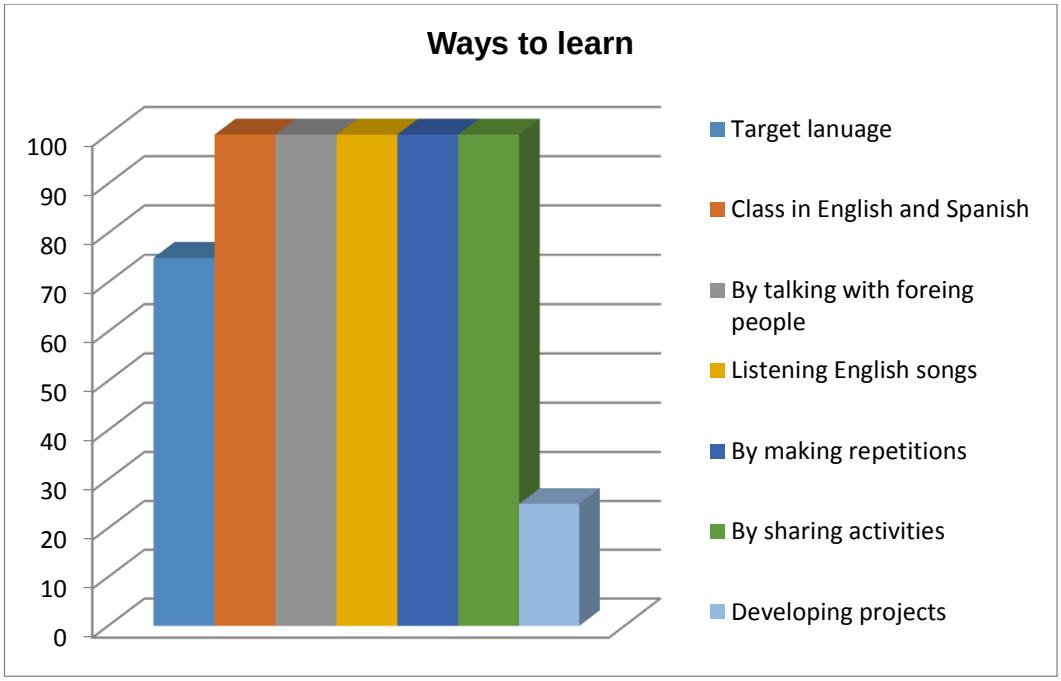
Which do you think is the best way for your students to learn English?

a. Chart 10

Ways to learn	Teachers	
	F	%
Through teacher uses target language	3	75
Teacher explains the class in English and Spanish	4	100
By talking with foreign people	4	100
Listening to English song's lyrics	4	100
By making repetitions	4	100
By sharing activities with their classmates	4	100
Developing projects through theoretical and practical activities	1	25

Source: teachers´survey of Colegio Nacional Mixto Vilcabamba
Researcher: Janina Vanessa Malla Rengel

b. Graph 10



c. Logical Analysis.

Graph ten shows that almost all teachers think that the best way to teach English is to give the class in both languages which may be reinforced through practice with foreign people, listening English songs, making repetitions and sharing some activities with their classmates. They do not consider important to give the English class in the target language neither developing English projects. There are some methods to teach English so teachers should select them according to students` real needs and following the scientific methods proposed by some authors. Asher (1981) teachers should always use the target language; because of the best language acquisition experience is to comprehend the target language before speaking the target language. Richards & Rogers (2001) it is

important to use activities that are going to strengthen to the target language learners 'life and needs, also teacher should incorporate plenty of compressible input in each lesson , where the vocabulary has an important attention for communication rather than grammar.

Hypothesis 3:

Teachers are updated in Micro-Curricular Planning.

Question 11

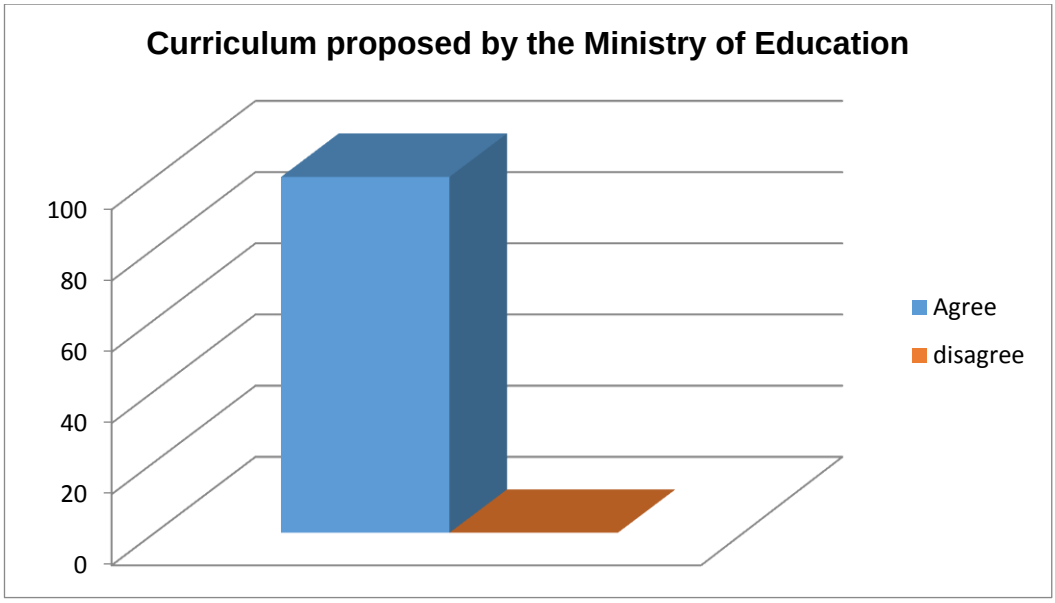
What is your opinion about the Curriculum proposed by the Ministry of Education regarding the needs of your classroom?

a. Chart 11

Curriculum proposed by the Ministry of Education	**Teachers**	
	f	**%**
I agree	4	100
I disagree	0	0

Source: teachers´survey of Colegio Nacional Mixto Vilcabamba
Researcher: Janina Vanessa Malla Rengel

b. Graph 11



c. Logical Analysis.

Graph eleven shows that all the populations agree with the curriculum proposed by Ministry of Education of Ecuador because of it is based in the Common European Framework of Reference: (CEFR) Learning, teaching, assessment in order to interact and communicate in today's globalized world.

The Ministry of Education recognizes that the main objective of the present English curriculum design is to help students develop their communicative language skills through the consideration of the following principles:

- Language is a system for the expression and meaning.

- The primary function of language is interaction and communication.
- The structure of language reflects its functional and communicative uses.

Therefore, the following English curriculum guidelines are shaped by the CEFR and their underlying philosophy is the Communicative Language Teaching approach (Richards. J.C. & Rodgers. T.S., 2001)

Question 12

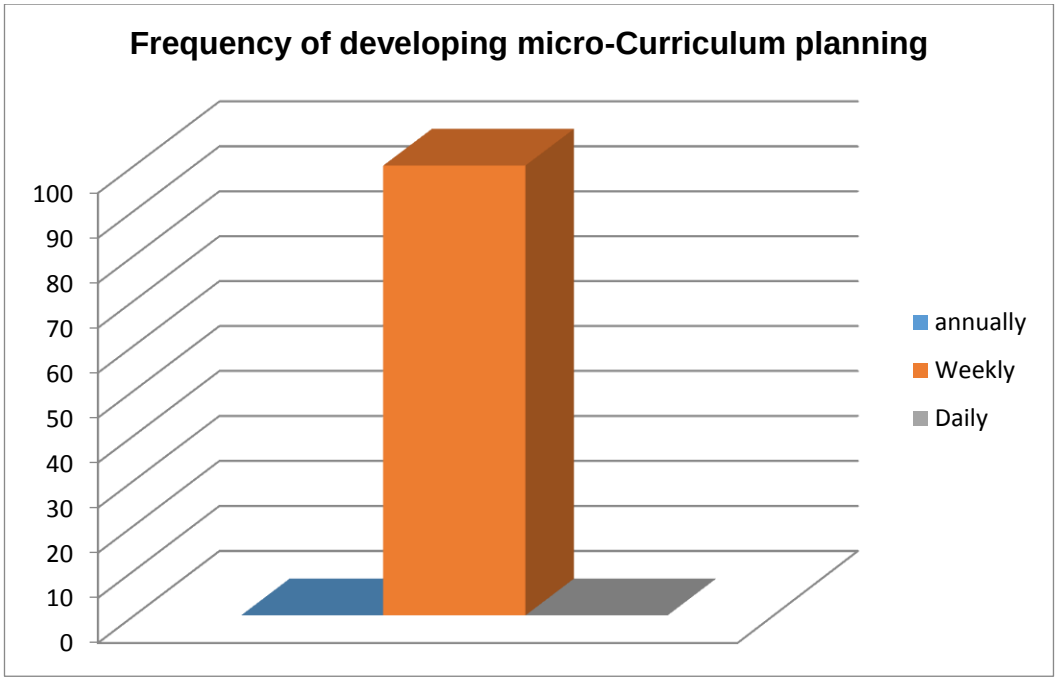
How often do you develop Micro-Curriculum Planning?

a. Chart 12

Frequency of developing micro-Curriculum planning	**Teachers**	
	f	**%**
Annually	0	0
Weekly	4	100
Daily	0	0

Source: teachers´survey of Colegio Nacional Mixto Vilcabamba
Researcher: Janina Vanessa Malla Rengel

b. Graph 12



Logical Analysis

Regarding to graph twelve all the population made the micro- curriculum planning each week against the idea that micro curriculum planning must be dialy**.** Taba (1969)believed that teachers should participate in developing it which led to the model of curriculum also noticed that teachers would have major input. For Taba (1969) micro-planning involves everything that happens within each classroom. It involves:

- The creation of a safe, empowering learning environment;
- The application of teachers' skills as facilitators, mediators and managers of learning

- Employing teaching strategies applied to the design of effective learning experiences
- The use of resources
- time management
- Class organization (e.g. group work, whole class teaching, individual learning, cooperative Learning, planning a physical classroom, etc.). In another hand the daily micro- curriculum planning lets us analyze and correct the process , to be clear about students´ necessities that should be implemented in the classroom and how to choose the didactic strategies and methodology (with each topic) Projects and process in order the learning will be acquired by the students(Ministerio de Educaciòn y Cultura,2004)

Question 13

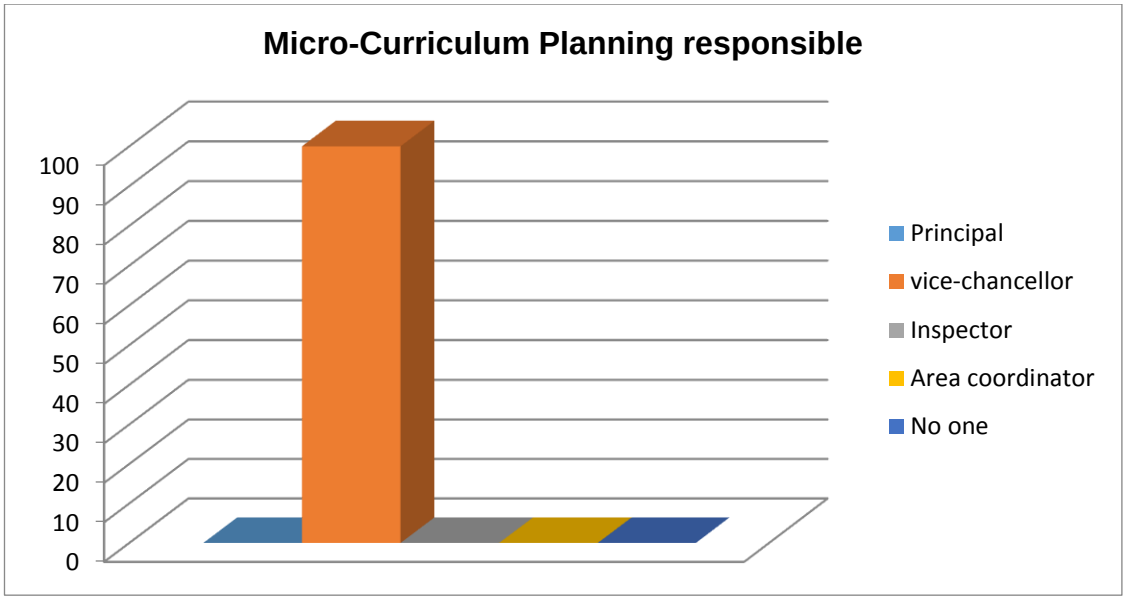
Who is responsible for the Micro-Curriculum Planning supervision?

a.Chart 13

Micro-Curriculum Planning responsible	**Teachers**	
	f	**%**
Principal	0	0
Vice Principal	4	100
Inspector	0	0
Area coordinator	0	0
No one	0	0

Source: teachers´survey of Colegio Nacional Mixto Vilcabamba
Researcher: Janina Vanessa Malla Rengel

b. Graph 13



c. Logical Analysis.

Graph thirteen shows that all the population answered the responsible of check the micro-curriculum planning is the Vice Principal who should know how to integrate the meaning of macro-meso and micro-curriculum planning and implement it in a correct way. There are different levels of accountability, both at school management and classroom management level, which have the responsibility of ensuring that the quality of teaching and learning does happen within the school. It is the responsibility of the school and high school principals. They must ensure that teachers deliver the mission, vision, curriculum goals and action plans. Monitoring is an important management function. It serves a purpose at all three management levels, and has a role in ensuring quality teaching and learning practice. The success of a school lies in its success in creating a

supportive environment for curriculum change. There are a number of indicators (Rigorous planning at macro, meso and micro levels and at different management levels within the school, ways of motivating teachers and learners to accept challenges presented to them by new practice,) that can be put in place to measure this success, and its main indicator is probably the increase of learner performance and attainment (Fullan, 2001)

Question 14

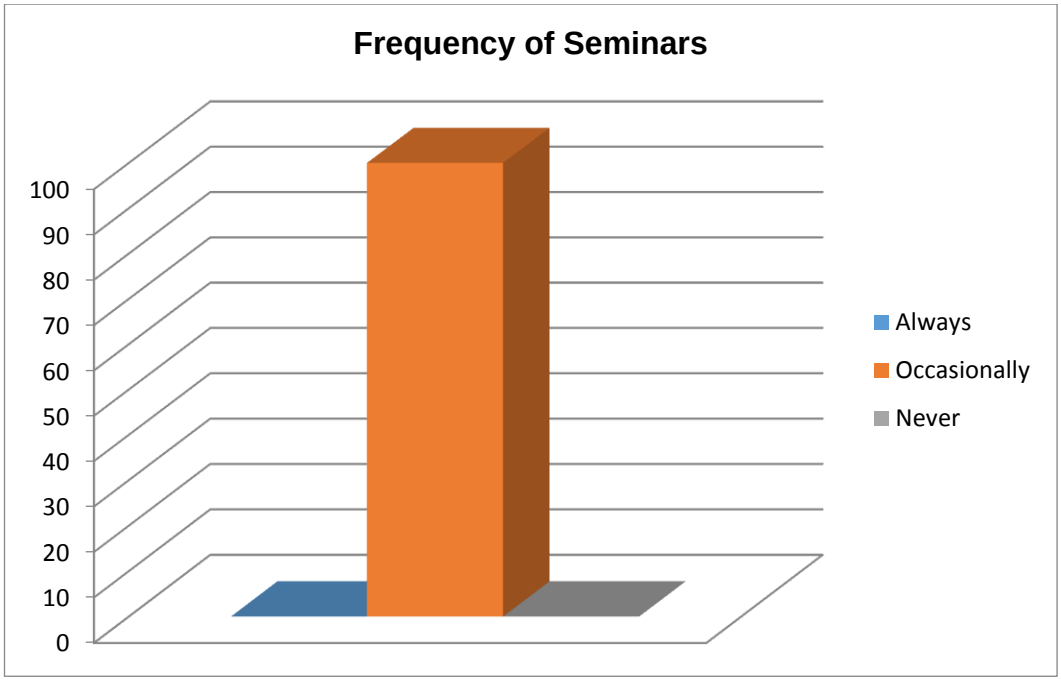
How often do you participate in a Curriculum Planning Seminars?

a. Chart 14

Frequency of Seminaries	Teachers	
	f	%
Always	0	0
Occasionally	4	100
Never	0	0

Source: teachers´survey of Colegio Nacional Mixto Vilcabamba
Researcher: Janina Vanessa Malla Rengel

b. Graph 14



c. Logical Analysis.

Graph fourteen shows that all population occasionally assists to Curriculum planning seminars. The principals of an institution must be proactive in their instructional leadership, first establishing a teamwork spirit and collaborative work environment and second they should provide regular support to both students and teachers in terms of resources allocation, attending students` concern, giving scientific support to the teachers (through seminars) and establishing effective ways to monitor results in order to determine the curriculum change at the school level (Fullan, 2001, 2007)

STUDENTS´SURVEY

HYPOTHESIS 1

Teachers at Colegio Nacional Mixto Vilcabamba know about Micro-curriculum Planning.

Question 1

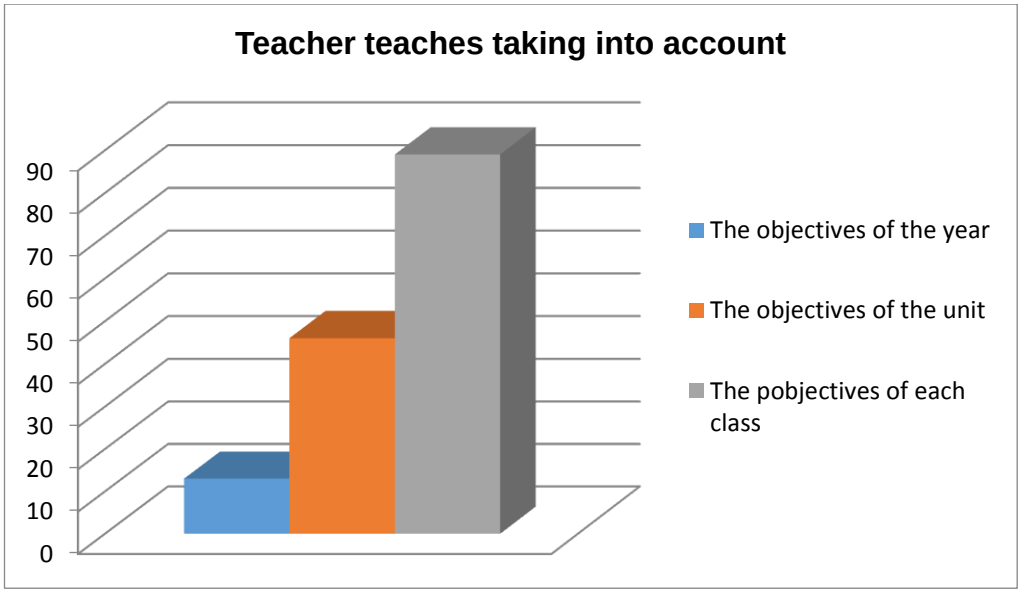
Your teacher teaches the lesson taking into account:

a. **Chart 1**

Teacher teaches taking into account	**Students**	
	f	**%**
The high school year objectives proposed at the beginning each year	**13**	**9**
The objectives proposed at the beginning of each unit	**46**	**31**
The objectives proposed at the beginning of each class	**89**	**60**

Source: students´ survey of Colegio Nacional Mixto Vilcabamba
Researcher: Janina Vanessa Malla Rengel

b. Graph 1



c. Logical Analysis:

Graph one shows, a little more than half of students who consider that they pay more attention in the objectives of each class, which are based on objectives of the unit. The objectives of the year that are related with the exit output profile few students are identify in this category. The objective proposed at the beginning of each unit some students though is reliable. According to Deng (2007) teachers link / interact with the macro curriculum, Meso -Curriculum and develop it into the Micro-Curriculum which they deliver to the students in the school and classroom setting. Regarding to objectives of micro-curriculum implementation they no suggestion realistic, clear and linked to the needs of the students (Fullan,

2001). The content and its organization is going to be related with the objectives of the class (Taba, 1969)

Question 2

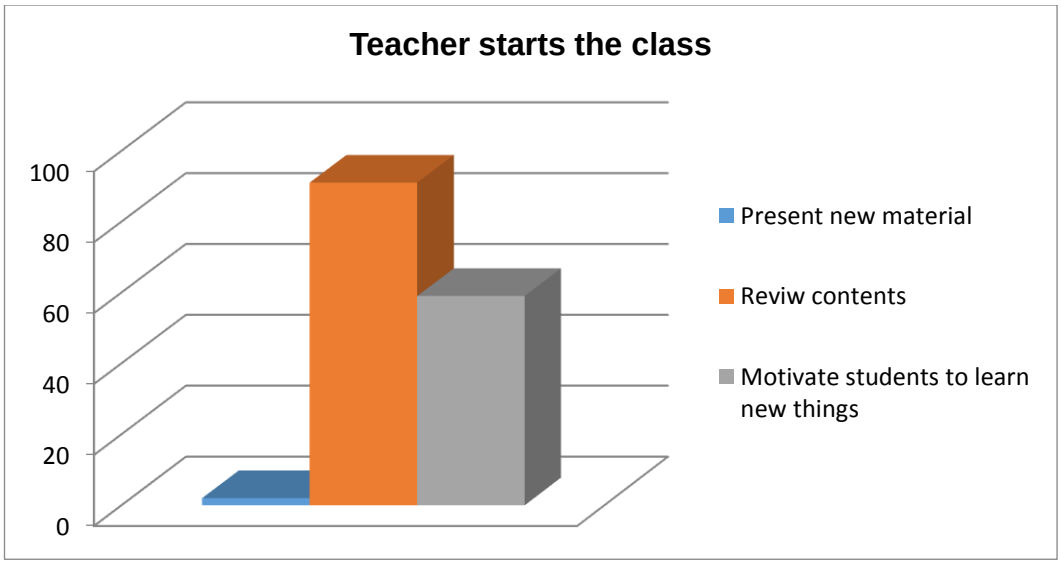
How does your teacher start the class?

a. Chart 2

Teacher starts the class	Students	
	f	%
Present new material	2	**1**
Review contents	91	**61**
Motivate students	59	**40**

Source: students´ survey of Colegio Nacional Mixto Vilcabamba
Researcher: Janina Vanessa Malla Rengel

b. Graph 2



c. Logical Analysis:

Graph two indicates that more than half of students consider that their teacher begins the English class making a review of the previous contents, which will be connected to the new one. Some students think that their teacher starts the English class motivating them to learn new contents.

Content must be presented to the students and they must be engaged with the new one content, at this time teachers choose instructional methods that will involve the students with the content (Taba, 1969). Kolb(1984) considers that teachers to get an effective learning must consider the four stages of the learning process. Concrete experience. - refers to a new experience of situation is encountered, or a reinterpretation of existing experience. Reflective Observation.-of the new experience. of particular importance are any inconsistencies between experience and understanding .as abstract Conceptualization.-Reflection gives rise to a new idea, or a modification of an existing abstract concept active Experimentation .the learner applies them to the world around them to see what results.

Also it has been established that teachers at the beginning of the class motivate their students. Motivation contributes to the cognitive processes, it carries out to the students pay attention and take effectively the process; if a student is often motivated to make a concerted effort to understand

truly learn classroom material significantly, and consider how they might use it in their own lives (Pintrich and Schunk,2000).

Question 3

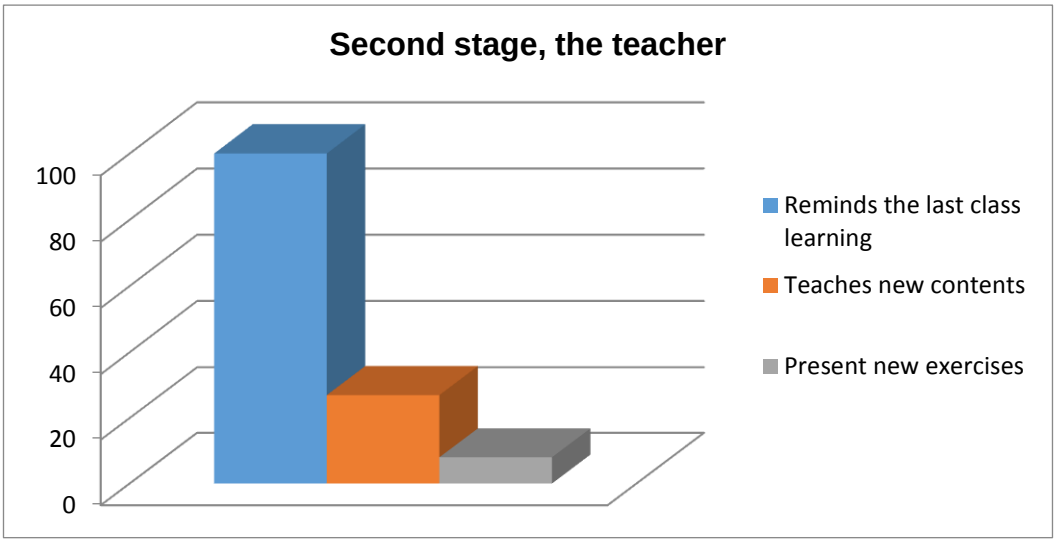
As a second stage. The teacher:

a. Chart 3

Second stage, the teacher:	Students	
	f	%
Reminds the last class learning	100	**68**
Teaches new contents	27	**18**
Presents new exercises	8	**5**

Source: students´ survey of Colegio Nacional Mixto Vilcabamba
Researcher: Janina Vanessa Malla Rengel

b. Graph 3



c. Logical Analysis:

Graph three shows that more than half of teachers review the previous knowledge. Kolb in his experiential learning theory considers that all people have an immediate or concrete experience which is going to be the base of learning through observations and reflections. These observations and reflections are going to be assimilated and distilled into “abstract concepts” producing new implications for action, which can be “actively tested” in turn creating new experiences (Kolb, 1984)

Question 4

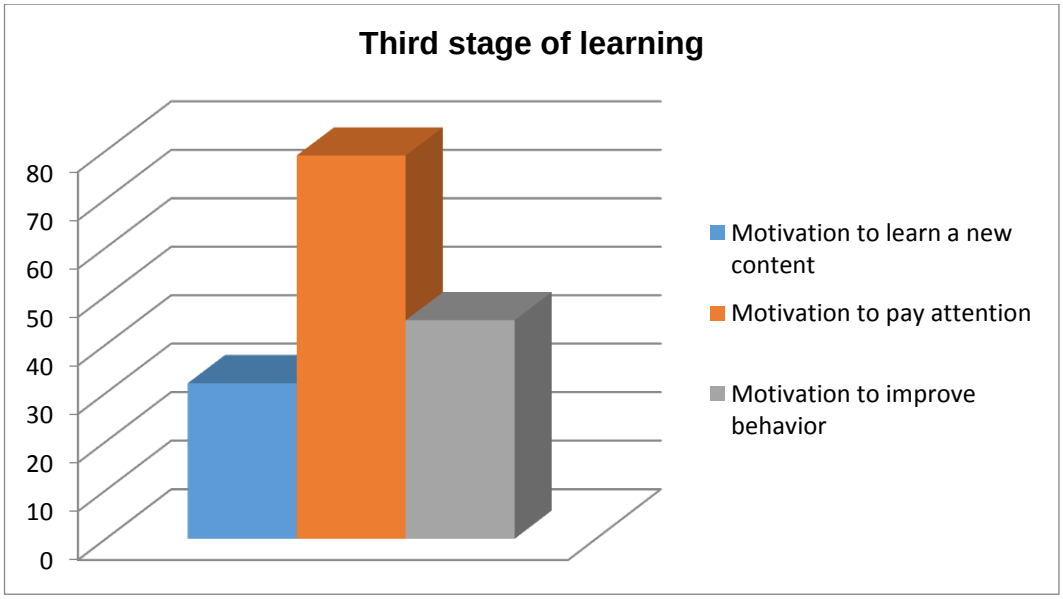
As a third stage, the teacher presents the new contents through:

a. Chart 4

Third stage of learning	Students	
	f	%
Motivation to learn a new content	32	**22**
Motivation to pay attention	79	**53**
Motivation to improve behavior	45	**30**

Source: students´ survey of Colegio Nacional Mixto Vilcabamba
Researcher: Janina Vanessa Malla Rengel

b. Graph 4



c. Logical Analysis:

The above information shows that almost all the students identify the teachers´ activities to develop the learning process, firstly they use the motivation, also who and another group of student that correspond a little more than half, said that teachers work in students` adequate behavior; they maintain that almost of teacher's motivation to learn the new content.

Students not suggest need a variety of approaches to be motivated, it is necessary to establish the tendency of motivation (intrinsic or extrinsic) and to know what interests one's students in order to connect these interests with the subject matter also it will help if the teacher is interested in the subject and if the teacher knows the way to as teach it. Motivation has a natural tendency to influence in students´ learning and students´

behavior; so motivation is effective agents in reaching their desired goals, motivation increases effort and energy to develop several activities(efforts often focus on the subject rather than rewards or punishments), motivation lets students start, persist and complete an activity, motivation affects cognitive, social and physical development (things that they are going to use in the life) Motivation often enhances performance and the expected academic success (Maehr & Meyer,1997). Krashen thinks that learners with high motivation, self-confidence, a good self-image, and a low level of anxiety are able to acquire a second language (Dulay & Burt, 1974).

Question 5

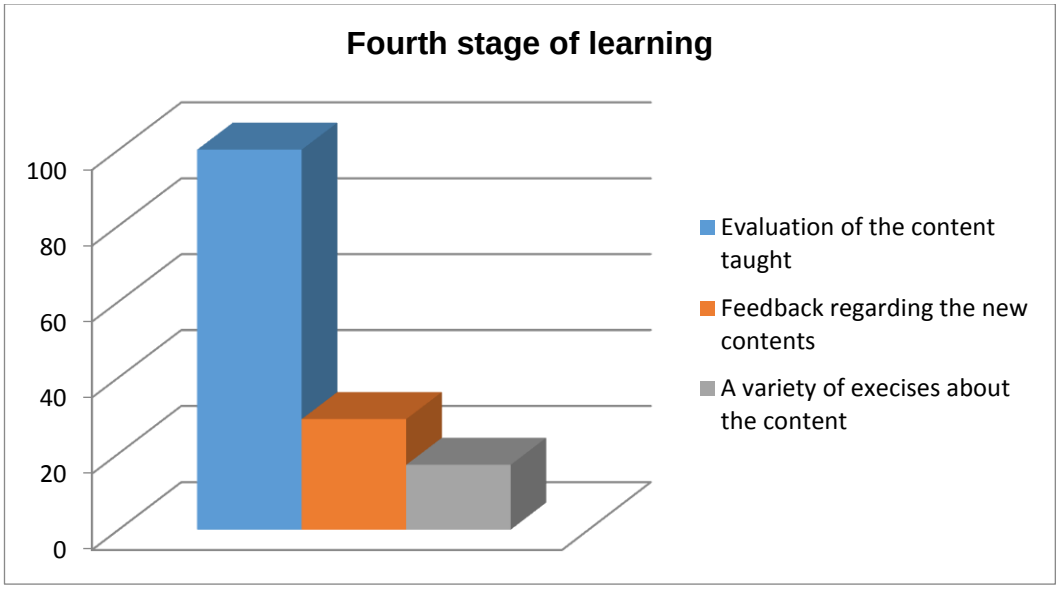
As a fourth stage, the teacher makes students practice through:

a. Chart 5

Fourth stage of learning	**Students**	
	f	**%**
Evaluation of the contents taught	100	**68**
Feedback regarding the new contents	29	**20**
A variety of exercises about the new content	17	**11**

Source: students´ survey of Colegio Nacional Mixto Vilcabamba
Researcher: Janina Vanessa Malla Rengel

b. **Graph 5**



c. Logical Analysis:

Regarding to graph five, a little more than half of students indicate that there is a group of teachers centered in the content taught. Few students said that teachers use feedback and a variety of exercises about the new content.

The contents are exposed by teachers while students' task is to learn from of the teachers (Schiro, 2008). Knowledge is given when the content is memorized and absorbed by the students (Walked 2003). To Johnson (2009) teachers have an important role in the classroom, especially during early stages of CLIL (content and language integrated learning) period when the students follow all teachers language role model to get the initial input into the process of teaching and learning experience. It is clear that

teacher is the one who takes responsibility for ensuring the message is understood. Then the responsibility is directed to the students through tasks and practice experiences, which are going to promote active engagement and the application of students' language, understanding, and skills.

Ovando (1994) maintains that all teachers must provide to the students regular constructive, objective, clear, and detailed feedback and to encourage active reflective practices, in order to give learners greater insight into what they have actually done to arrive at an outcome, establishing the distance between the intended result and the real outcome, furthermore it will let students identify their strengths and weakness, whereby teachers will plan other way of develop a change if it is necessary (Ovando,1994). Feedback must pay attention both students´ demonstrations of skills and students´ attitudes and feelings regarding what they do. Learners are able to receive feedback from teachers, partners and themselves (Ovando, 1994)

Question 6

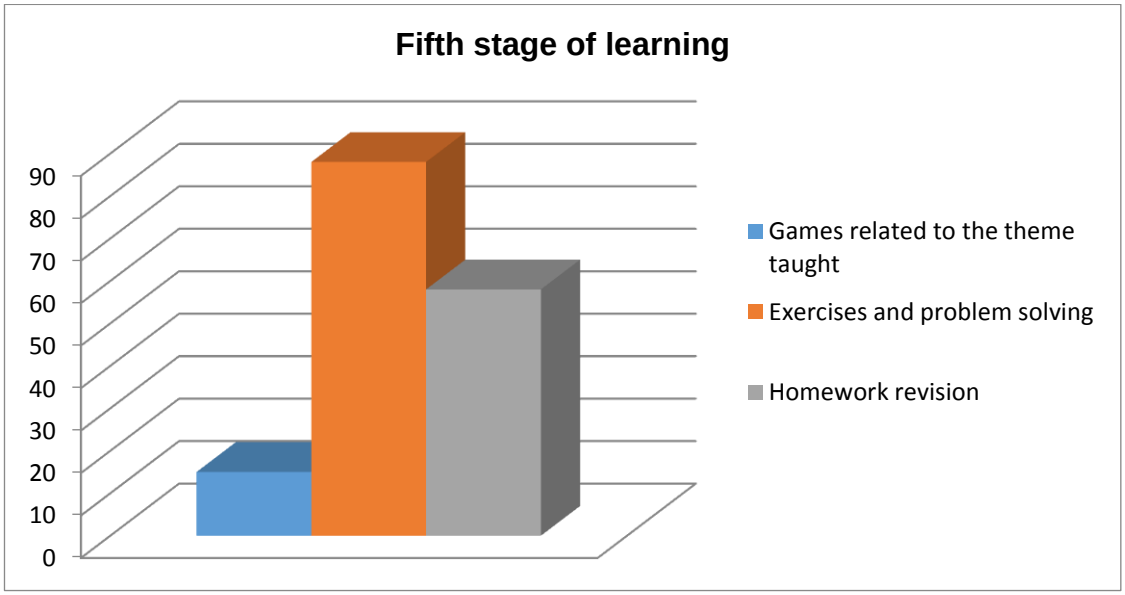
As a fifth stage, teacher gives feedback through:

a. Chart 6

Fifth stage of learning	Students	
	f	%
Games related to the theme taught	15	**10**
Exercises and problem solving	88	**60**
Homework revision	58	**40**

Source: students´ survey of Colegio Nacional Mixto Vilcabamba
Researcher: Janina Vanessa Malla Rengel

b. Graph 6



c. Logical Analysis:

Related to this question little more than half of students in this study see the planning class of the teachers as a way to practice through exercises which carry out students to learn to solve problems; several students said that teachers pay specially attention to homework revision and finally

some of then consider that teachers do not use enough games in the teaching process.

Many educationists and philosophers (Whitehead, 1970; Pring, 2000; Gagné, 1985) think that the central goal of the education is solving problems. The art of knowledge utilization is developed through experiences and instructions that nurture and develop the students capacities such concepts and skills, the mental operations and dispositions which is going to be the base for subsequent problem-solving (Pring, 2000). Students who learn in correct way are enables to adapt successfully to new situations and to identify and deal with problems as they arise (Pring, 2000)

Vygotsky considered the most common way of scaffolding is the game introduced in the process of learning. If a child learns through games guided by others He/She will internalize what has been practiced. The play occurs in ZPD, where the child receives scaffolding and support (Cook, 2000). when child first playing games, it is necessary to use authentic language due to the novice will not figure out L2 if it is presented directly (Cook,200).

Teachers are be clear about of the role of the games in the class because of all of them are not going to be appropriate all the time; games will let to establish an enjoyable process, they can help to calm the anxiety aroused

from using a foreign language or uncertainty about the correctness of the output, also they can help students memorize vocabulary or grammar (Cruz, 2008). At the same time overuse of games can produce boring and bad behavior according to the level and age of the students (Cruz, 2008).

Alston and Fitzgerald (1986) indicate that homework is part of the instruction process which allows students to practice, and in doing so, learn the unit material so homework is always considered as another opportunity of practice and learn whereby not be scored in quantitative way.

Question 7

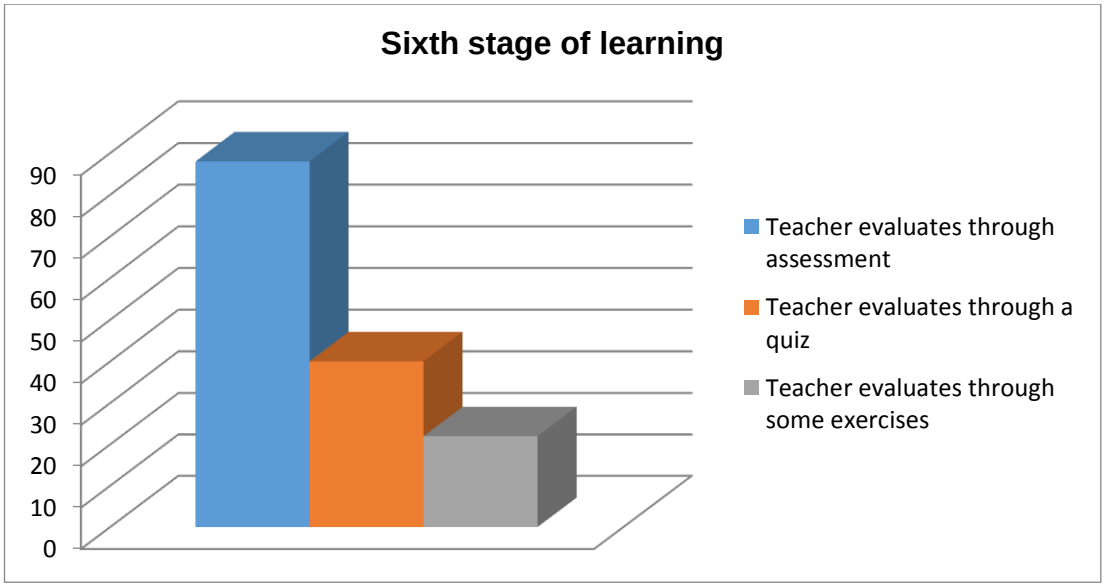
As sixth stage, teacher checks your learning through

a. Chart 7

Sixth stage of learning	Students	
	f	%
Teacher evaluates through an assessment	88	**60**
The teacher evaluates through a quiz	40	**28**
The teacher evaluates through some exercise	22	**14**

Source: students´ survey of Colegio Nacional Mixto Vilcabamba
Researcher: Janina Vanessa Malla Rengel

b. Graph 7



c. Logical Analysis:

Graph seven shows that most of the time students are evaluated through assessment, although their learning is measured through slightly less than half quizzes and some students consider that they are evaluated through some exercises too.

It is necessary to consider a variety of formative and summative assessment, such as tests, assignments, journal writing, daily keeping an oral presentation where the students´ assessment reporting systems are criterion-referenced rather than norm-referenced, where teachers report on an individual students 'performance and their future learning against the learning outcomes using a set of guidelines or criteria(Spady, 1993). The evaluation is carrying out after the implementation of the content to

see whether or not the objectives have been achieved by the students (McKiernan, 2008).

HYPOTESIS 2:

Teachers at Colegio Nacional Mixto Vilcabamba use adequate didactic resources in the English teaching process.

Question 8

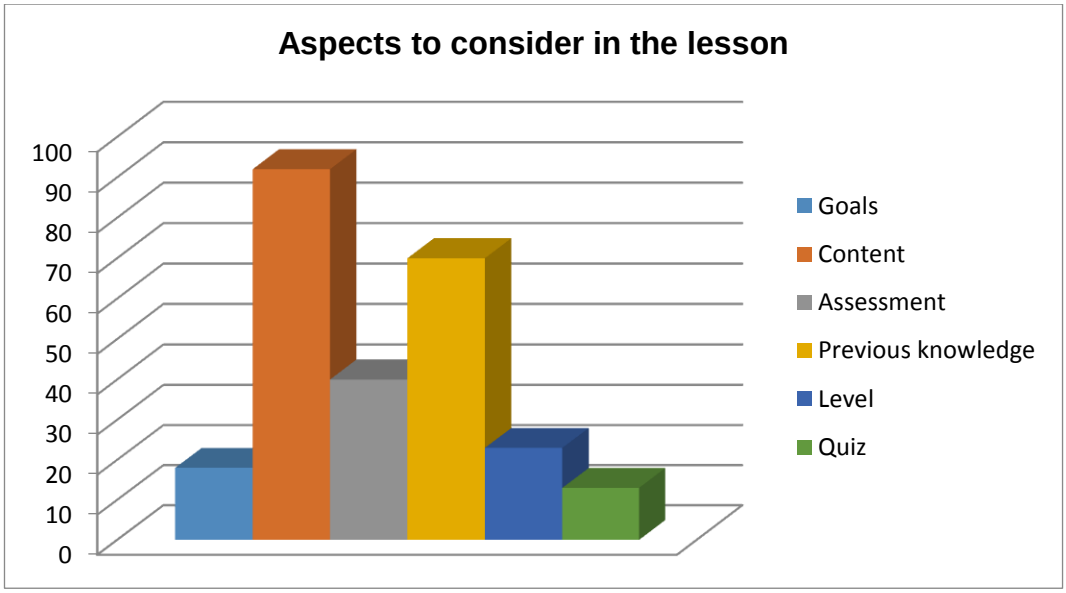
What aspects does your teacher consider during the lesson?

a. Chart 8

Aspects to consider in the lesson	Students	
	f	%
Goals	18	**12**
Content	92	**62**
Assessment	40	**28**
Previous knowledge	70	**47**
Level	23	**15**
Quiz	13	**9**

Source: students´ survey of Colegio Nacional Mixto Vilcabamba
Researcher: Janina Vanessa Malla Rengel

b. Graph 8



c. Logical Analysis:

Regarding to graph eight; it indicates that all students think that the most important aspects the teacher in the learning process are firstly the content followed by the previous knowledge, not assessment, goals, level of the students and quizzes. It is established that some aspects in high or low level are considered at the moment of make a lesson plan, because all of them are related and are supported between them. There are some aspects to consider at the moment to plan a lesson such as: Formulation of objectives (aims to be accomplished), Selection of the content(this is going to be linked with the objectives and students´ necessities),Organization of the content(it must have logical sequencing and should consider the students´ maturity and level), Selection of learning experiences (teachers selects instructional methods that will involve the

students with the content.),Organization of learning activities (they are going to be organized and sequenced as the content), Evaluation and means of evaluation(.it must determine just what objectives have been accomplished) (Taba, 1969)

Question 9

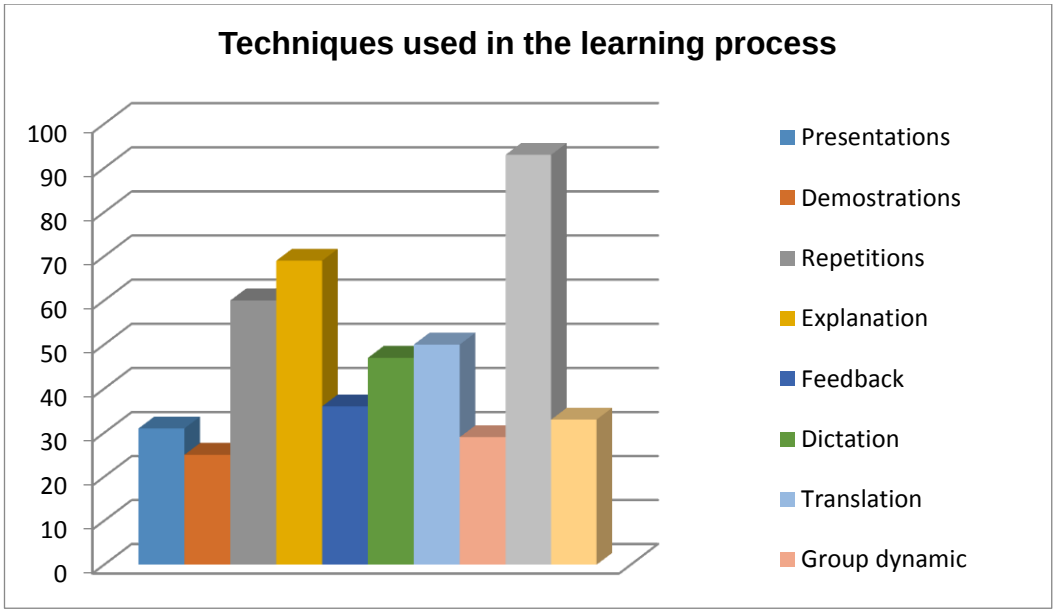
Which of the following techniques does your teacher use in the teaching-learning process?

a. Chart 9

Techniques used in the learning process	Students	
	f	%
Presentations	31	**21**
Demonstrations	25	**17**
Repetitions	60	**40**
Explanation	69	**46**
Feedback	36	**24**
Dictation	47	**31**
Translation	50	**34**
Group dynamic	29	**20**
Following the text	93	**62**
Questioning and answering	33	**22**

Source: students´ survey of Colegio Nacional Mixto Vilcabamba
Researcher: Janina Vanessa Malla Rengel

b. Graph 9



c. Logical Analysis:

Graph nine shows that teachers do not use a unique technique in the learning process, they combine all of them. Almost all students maintain that their learning is based in the text; several students said that their teachers develop the learning process through explanation and repetitions; almost half of students said that the feedback and dictation are used in the learning process too.

Teachers select instructional methods that will involve the students with the content, which is going to provide an important learning experience (Taba, 1969). Teachers must make decisions from available alternatives, arguing, refuting, accepting, changing and adapting techniques in the learning process in classroom contexts which is going to help to students

to experience of learning (Walker, 1971). Whole language teaching method suggests the use of real-world materials instead of texts created for the foreign language classroom (Richards & Rodgers 2001). This approach uses activities that are going to strengthen to the target language learners' life and needs. Richards & Rogers (200)

Question 10

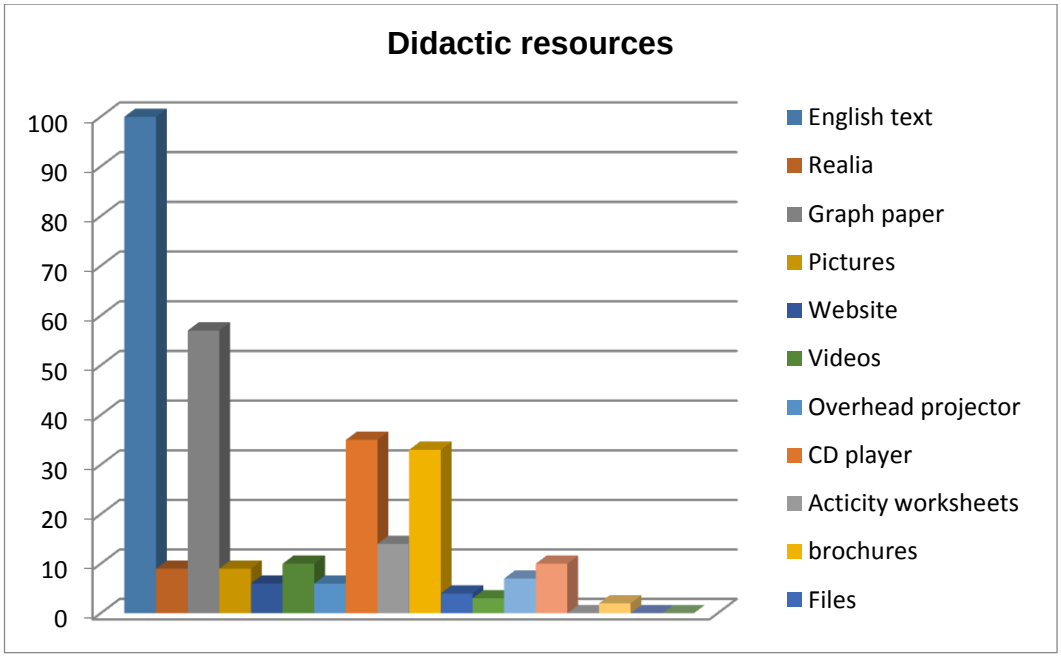
Which of the following Didactic Resources does your teacher use in the English class?

a. Chart 10

Didactic resources	**Students**		**Didactic resources**	**Student**	
	f	**%**		**f**	**%**
English text	**100**	**68**	Activity worksheets	**14**	**10**
10Realia	**9**	**6**	Brochures	**33**	**22**
Graph paper	**57**	**38**	Files	**4**	**2**
Pictures	**9**	**6**	photocopiables	**3**	**2**
Website	**6**	**4**	Songs	**7**	**4**
Videos	**10**	**7**	CD-ROMs	**10**	**7**
Overhead projector	**6**	**4**	Computer programs	**0**	**0**
Cd. Player	**35**	**23**	Flash cards	**2**	**1**
Tv.	**0**	**0**	multimedia	0	0

Source: students´ survey of Colegio Nacional Mixto Vilcabamba
Researcher: Janina Vanessa Malla Rengel

b. Graph 10



c. Logical Analysis:

According to graph ten, all students said that their teachers´ principal resource is the text book, also a little more than half of teachers use graph paper and brochures, while slightly less than half of the teachers use CD player and pictures, some students think that their teachers use as a auxiliary activities worksheets in the English class; there is another little group that maintain that teachers use in minor rank realia, files, videos, overhead projector, Website, photocopiables, flash cards, Cd room and songs. It is determined that teachers are using traditional didactic resources. And neither teachers use multimedia, TV and computers programs.

The use of didactic resources, motivate to students 'participation and development the four language skills of English(Garcia, 2002); some authors such as Bories (2002) maintain that it is convenient to use text books with students memory type of learning; but others (Mejía y Álvarez, 2002; Ramirez-Romero, 2002) consider that the new technology(such as multimedia) provides interesting interactive activities, which facilitate to the students developing of listening(comprehension), speaking(pronunciation), writing and reading(grammar and vocabulary), furthermore multimedia is a tool that allows students establish communication and interaction(Flores,2001)

Question 11

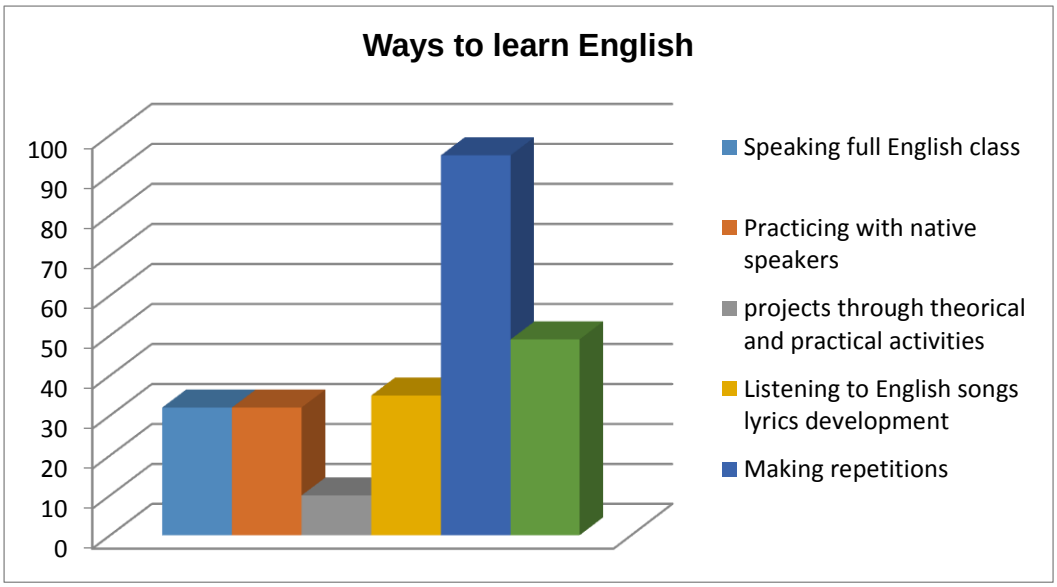
Which is the best way to learn English for you?

a. Chart 11

Ways to learn English	Students	
	f	%
Speaking full English class	32	**21**
Practicing with native speakers	32	**21**
Projects to theorical and practical activities	10	**7**
Listening to English songs to lyrics development	35	**23**
Making repetitions	95	**65**
Studying in an English academy	49	**33**

Source: students´ survey of Colegio Nacional Mixto Vilcabamba
Researcher: Janina Vanessa Malla Rengel

b. Graph 11



c. Logical Analysis:

According to graph eleven all students consider different ways and places to learn English, almost all of the students said that they have to make repetitions during the English lesson, while some students consider the idea to assist to an English Academy. Few Students see important the listening activity through songs, speaking full English in class and the practice with native people. Students are not enough convinced that they can acquire a second language through projects.

According to Krashen´s theory, language acquisition occurs when learners are exposed to the target language. Krashen points out the natural order of acquisition cannot be influenced by direct teaching; He rejects grammatical sequencing when the goal is language acquisition (Johnson, 2004)

HYPOTHESIS 3

Teachers are updated about micro- curricular planning.

Question 12

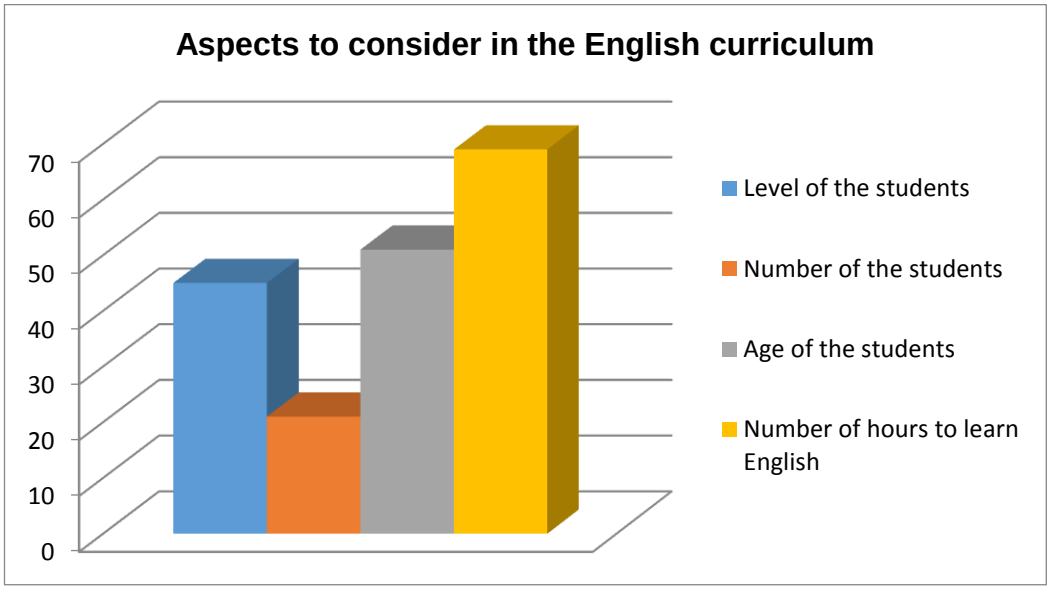
Aspects that the Ministry of Education should consider in the English Curriculum

a. **Chart 12**

Aspects to consider in the English curriculum	Students	
	f	%
Level of the students	45	**30**
Number of the students	21	**15**
Age of the students	51	**35**
Numbers of hours to learn English	69	**46**

Source: students´ survey of Colegio Nacional Mixto Vilcabamba
Researcher: Janina Vanessa Malla Rengel

Graph 12



b. Logical Analysis:

Graph twelve shows that some students think that at the moment to micro-curriculum planning, teachers one of our main aims should be to promote a wider knowledge of the English language. They should consider principally the number of hours to learn English, the age of the students and the level of the students. Also students give a minor importance to the number of the students in each class.

The Ministry of Education of Ecuador has made an analysis about how to improve the teaching a second language and has implemented a program based in The Common European Framework of Reference for Languages (CEFR) which is planned considering aspects such as language proficiency level of the student age of the students, number of the students in class. This program in Ecuador five weekly class periods have been legally established for English classes for every school year since 1993, and that students in the Educational public system receive and attend 45-minute class periods(MEC).

Question 13

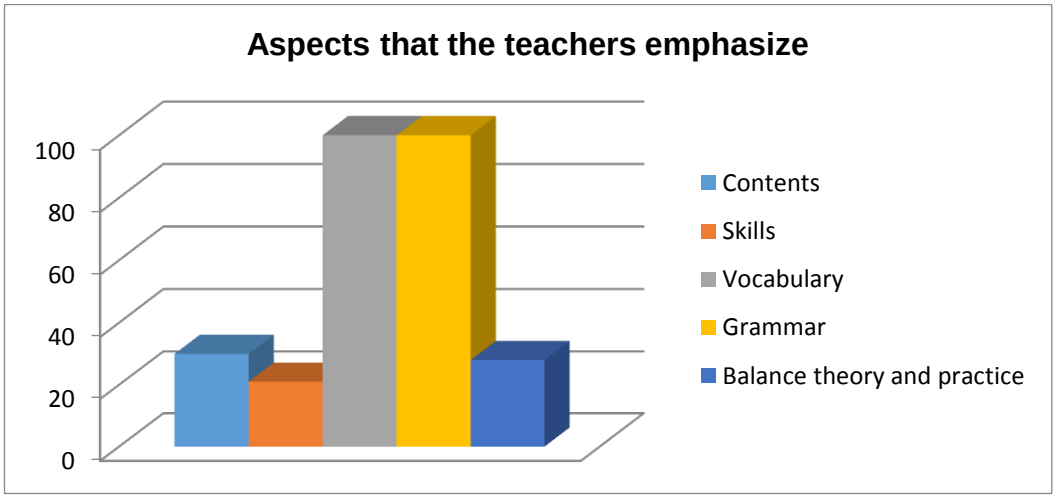
What aspects does your teacher emphasize mostly when teaches the English lesson?

a. Chart 13

Aspects that the teachers emphasize	Students	
	f	%
Contents	30	**20**
Skills	21	**14**
Vocabulary	100	**68**
Grammar	100	**68**
Balance theory and practice	28	**19**

Source: students´ survey of Colegio Nacional Mixto Vilcabamba
Researcher: Janina Vanessa Malla Rengel

b. Graph 13



c. Logical Analysis:

Graph thirteen shows that slightly half of students consider that their teachers in the process of acquisition of a second language, they emphasize mostly in grammar and vocabulary. Several respondents said

that there is a balance between theory and practice and contents, finally few of them said that skills are considered in minor rank.

In the Tyler's model, the content is developed from the objectives, and the learning experiences; then the assessments are designed from the content. The evaluation is carried out after the implementation of the content to see whether or not the objectives have been achieved (McKiernan, 2008).

g. DISCUSSION

DISCUSSION

1. HYPÓTHESIS ONE

a) Statement

Teachers at Colegio Nacional Mixto Vilcabamba know about Micro-Curricular Planning.

b) Demostration

In question **ONE**, which is related to Micro-Curriculum meaning; 100% of teachers are agreed with Micro- Curriculum Planning as a program of a subject area divided into units, and 60 % of students said that their teachers teaches the lesson taking into account the objectives proposed at the beginning of each class. It influences on the development of English as a second language and the daily lesson planning is an effectively tool in order to acquire English as a second language. Therefore it is evident that teachers know about the Micro-curriculum planning concept, thus it is evident that they plan the class.

In question **TWO** about the most appropriate definition of Micro-Curricular Planning; 100% of teachers define curriculum Planning as a field of applied linguistics that addresses the lesson issues and 61% of students

consider that their teacher begins the English class making a review of the last review contents. Teachers integrate the different levels of curriculum (Macro-Meso and Micro curriculum planning).

In question **THREE** which was about whether Micro-Curricular Planning influences the student´s second language acquisition; 100% of teachers agree with this idea while 68 % of students said that teacher remind the last class learning; This results show that teachers considers the learning cycle in their lesson plan to have a good performance of their students in the class.

In question **FOUR** related to in what Micro-Curricular Planning is based on; 100% of teachers said they base their micro-curriculum planning in the institutional project; 53% of students said that their teachers present the new contents through motivation to pay attention. This information shows that integrating the levels and their lesson planning as well as they are applying the Fullan´s suggestions that there should be an integration of Macro(state), Meso (Institutional project) and Micro curriculum(teaching practice system) because of Curriculum is a process of putting into practice an idea, program, or set or activities and new structures to people attempting or expected to change" (Fullan,2007)

In question **FIVE**, in concordance with the purposes of curriculum planning; 100% of teachers maintain that the purpose of micro- curriculum

planning is to adjust contents in the learning process; it corroborated that the purpose of micro-curriculum planning is update feeders on methodological strategies. Teachers have taken a considerable amount of effort in their teaching through adjust of contents and its evaluation.

In question **SIX** about the criteria teachers must take into account to carry out the Micro-Curricular Planning; 100% of teachers said that they take into account principally objectives and goals; 62% of students said their teachers consider in the lesson is content and previous knowledge . According to this answer, teachers are relating the objectives of the class with the degree of knowledge of the students.

Decision

Based on the results of each analyzed question, the hypothesis number one, which state that, teachers at Colegio Nacional Mixto Vilcabamba know about Micro-Curricular Planning. Since, it was clearly demonstrated English teachers in the researched institution show have a good level of knowledge about Micro-Curriculum Planning.

2. HYPOTHESIS TWO

a) Statement

Teachers at Colegio Nacional Mixto Vilcabamba use adequate didactic resources in the English teaching-learning process.

b) Demonstration

In question **SEVEN,** about techniques used in the teaching-learning process; 100% of teachers affirmed that they use presentations, feedback, translation, explanation, Group dynamic and questioning and answering; 63 % of students said that their teachers use mostly explanation, repetitions and translation. Therefore it is evident that teachers do not use enough and adequate techniques to improve the lesson in the class.

In question **EIGHT,** about material / technological resources used in the English class; 100% of teachers said mostly they use English text, pictures, Photocopies, CD-ROMs, CD players, activity worksheets, Websites, and songs; 68 % of the students maintained that their teachers mostly as didactic resource use the English text book, while the recorder and projector are not used as didactic resources. Teachers do not include realia, graph paper flyers, computer programs, and overhead projector in their English class.

In question **NINE**, this is related to aspects to emphasize mostly when teaching English; 100% of teachers said that they emphasize more in skills, vocabulary and grammar; 68% of the students affirmed that their teachers emphasize mostly in grammar and vocabulary .Teachers only develop writing and reading. So they do not pay attention on development all English skills (listening, speaking, writing and reading). This indicates

that teachers are using a specific method to teach English (Grammar Translation).

In question **TEN,** about the best way students learning English; 100 % of teachers said that the best way to learn English is through the explanation of the class in English and Spanish, by talking with foreign people, Listening to English song's lyrics, by making repetitions, By sharing activities with their classmates; 64% of students answered that the best way to learn English is making repetitions and studying in an English academy. This means teachers do not use target language and they do not develop projects through theoretical and practical activities.

c) Decision

All the analyses allow describe questions help to know the type of didactic use by teachers at Colegio Nacional Mixto Vilcabamba do not use adequate didactic resources in the English Teaching-Learning Process.

3. HYPOTHESIS THREE

a) Statement

Teachers are updated in Micro-Curricular Planning.

b) Demostration

In question **ELEVEN**, about the curriculum proposed by the Ministry of Education regarding to the needs of your classroom; 100% of teachers admitted being in agreement with the Ministry of Education proposal because of English curriculum guidelines are shaped by the CEFR and their underlying philosophy is the Communicative Language Teaching approach; 47% of the students said that the number of hours to learn English and level of the students are not related with their necessities. . Therefore it is evident that the features presented by the Common European Framework of Reference for Languages (CEFR) do not meet Ecuadorian English curriculum and with the students' needs.

In question **TWELVE,** In connection with the frequency of develop micro-curriculum planning, 100% of teachers affirm developing their planning weekly; said that daily planning let big achievements. This shows that they consider the micro- curriculum planning in each class.

In question **THIRTEEN** which is related to Micro-Curriculum Planning supervision; 100% of teachers said that the responsible for the Micro-Curriculum Planning supervision is the Vice principle of the institution and the English teacher area. Considering these answers can see that there are authorities who are responsible of de developing and implementation of micro-curriculum planning in the school.

In question **FOURTEEN,** about the frequency teachers participate in a curriculum planning seminars; 100% of teachers while 57% of students affirm that their teachers attend once a year. It means that the Ministry of Education complies as regards professional training as much as necessary

c) Decision

All the analysis done in the described questions help to the researcher accept the third hypothesis that says that teachers are updated in Micro-Curricular Planning because according to teacher's answers, they participate in seminaries.

h. CONCLUSIONS

After having analyzed the obtained results based on the instruments applied to teachers as well as students, the following conclusion are stated.

- Teachers at “Colegio Nacional Mixto Vilcabamba” comply with the development of micro-curriculum planning in classroom context; this is because it is a form required in the Ecuadorian education system, but they are not taking into consideration all the guidelines provided by the ministry of education and the institution, so they are not integrating the three level of curriculum.

- Teachers consider Micro-curriculum planning has an important tool in the process of acquisition of English as a second language. So they apply it in each class of 8^{th}, 9^{th} and 10^{th} grades of Basic Education at Colegio Nacional Mixto Vilcabamba.

- Teachers to plan the content of their micro- curricular , they do not consider relevant material and resources to support the content of their planning, though they take into account their students learning needs , prior knowledge and English language ability and the school and local community contexts. However, teachers report that a lack of relevant teaching, learning materials, support resources,

professional development support across the school adversely affected their efforts, delivering both integrated and single outcome micro-curricula as a compromise.

- Teachers at “Colegio Nacional Mixto vilcabamba” are instructed in-service training activities supported the teachers in their interpretation of the macro curriculum, the development, deliver into institution and classroom. Teachers commented that they need to sustain their professional learning in the long term as the changes and needs of the society.

i. RECOMMENDATIONS

After having arrived to the previous mentioned conclusions, the researcher considers that it is necessary to make the following recommendations:

- All members of educative community should meet each week to evaluate the English micro- curriculum planning and its impact on second language acquisition.

- Teachers should consider the new outcome-based processes to develop the student-centered content of micro-curricular; they diagnose the environmental contextual needs, including students´ learning needs, relevant teaching and learning resources to match these with the Micro Curricular Planning.

- Teachers should research information about the new technological resources to support their classes and students´ second language learning, also they should make decisions about the relevant teaching materials and resources in relation to their pedagogical knowledge and the objectives on their curricular planning; as well as authorities should provide a modern and adequate laboratory with equipment, resources and material according to the developing planning.

- Teachers should have long and constant training about curriculum planning to warranty the students ‘success in the school, through workshops, seminaries, conference how to plan a class using the enough resources to get better results on the teachers and their students. It`s important that teachers are constantly trained by native speakers to up-date their production new natural, methodology and evaluation to ensure better results.

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k. ANNEXES

UNIVERSIDAD NACIONAL DE LOJA

ÁREA DE EDUCACION ARTE Y COMUNICACIÓN

ENGLISH LANGUAGE DEPARMENT

THESIS PROJECT

THEME

MICRO-CURRICULAR PLANNING AND ITS INFLUENCE ON THE ACQUISITION OF ENGLISH AS A SECOND LANGUAGE WITH THE STUDENTS OF 8th , 9th and 10th GRADES OF BASIC EDUCATION AT COLEGIO NACIONAL MIXTO VILCABAMBA, ACADEMIC YEAR 2014-2015

Thesis Project as a previous requirement to obtain the Bachelur´s Degree in Science of Education English Languaje Specialization

Authoress:

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Loja – Ecuador

2015

a. THEME

MICRO-CURRICULAR PLANNING AND ITS INFLUENCE ON THE ACQUISITION OF ENGLISH AS A SECOND LANGUAGE WITH THE STUDENTS OF 8th, 9th and 10th GRADES OF BASIC EDUCATION AT COLEGIO NACIONAL MIXTO VILCABAMBA, ACADEMIC YEAR 2014-2015

b. PROBLEM

BACKGROUND

Dr. Victoria Herrera, who was the first principal of this institution, created the Nacional Mixto Vilcabamba High School. At the beginning the number of the students was very small, but after short period, the high school saw an influx of students from all locations such as San Pedro and Malacatus.

The high school works with Basic Education that are integrated by 8^{th}, 9^{th} and 10^{th} grades and Bachillerato with 1^{st}, 2nd and 3^{rd} grades in the morning and night sessions. The Bachillerato was created in 1976 with a specialization in Physics – mathematics and chemistry - Biology in the morning section; while in the night sections the specialization of Physics Mathematics and Social Sciences. After that the specialization of accounting was created in 1979 and in 1980 the first group of students was graduated.

The objectives of the Nacional Mixto Vilcabamba are:

GENERAL OBJECTIVE:

To improve teaching and learning with the goal of benefiting the students´ learning, to strengthen and innovate the teaching learning process of the English Language with the purpose of developing students 'communicative skills by means of teaching such as : listening, speaking, writing and reading

SPECIFIC OBJECTIVES:

- To establish rules which allow for a productive of educative work, generate positive behavior, changes, benefit the learning and contribute to the integral formation of learners.
- To raise and improve communication levels among different educative community members.
- To develop the methodological process that will guide the students` practice towards meaningful learning.

VISION:

The Nacional Mixto Vilcabamba High school is a democratic institution , with an excellent organization ,with teachers who have some valuable educational experience, and are qualified professionals with excellent interpersonal relationships, conflict and are free; appropriate

infrastructure, functional classrooms, laboratories, a library and renewal technological resources, where the projects are completed with participative, creative and imaginative students with good development of their self-esteem, and capacities to continue their university studies and to contribute to social and productive development.

MISSION:

The institution is forming graduates in different fields such as: Science, Accounting and Administration. This is to the service of the young boys and young ladies of Vilcabamba Parish. For that reason, the high school intents to offer an education based on the development of the learning and autonomy, personal and collective improvement.

CURRENT SITUATION OF THE RESEARCH

For a few years Ecuador has been focused on improving its education system. The primary goal of these efforts has been to improve the curriculum of schools and high schools through strategic planning, education reform both of public and private schools, and this improvement has been the common strategies utilized across the country. While these efforts achieved some of the desired results, there has been little systemic effort to directly impact the teaching and learning occurring in the classroom for the following reasons:

- Teachers are not up-to-date regarding curricular content.
- Teachers do not use instructional practices related to curriculum.
- Teachers do not plan instructions effectively or utilize materials and resources to achieve the objectives of the curriculum.
- Teachers do not promote confidence and perseverance in students to stimulate increased personal student responsibility for achieving the goals of the curriculum.
- Teachers do not give instructions according to the planning and do not communicate accurate content knowledge.
- Teachers do not use anticipatory and effective transition management strategies to support students learning.
- Teachers do not use appropriate methods to develop the different skills.
- Teachers do not plan for effective distribution of time during the lesson
- Teachers do not create opportunities for students to interact during the lesson.
- Teachers do not provide regular feedback during the lesson.
- Teachers do not have clear goals of the class for students.
- Teachers do not evaluate trying innovate approaches and do not redefine instructional strategies , including the effective use of technologies to increase students learning and confidence to learn
- Teachers do not provide lesson closure such as a review of vocabulary or key concepts

RESEARCHED PROBLEM

How does Micro-Curricular Planning influence the acquisition of English as a second language with students of 8th, 9th and 10th years of Basic Education at Colegio Nacional Mixto Vilcabamba, Academic period 2014-2015?

DELIMITATION OF THE RESEARCH

- **TEMPORAL**

The research project and its different activities will be done during the 2014-015 period.

- **SPATIAL**

It will be carried out at Colegio Nacional Mixto Vilcabamba which is located on Diego Vaca de Vega Avenue in Vilcabamba Parish

- **OBSERVATION UNITS**

The groups who are going to give me information about the research theme are:

- The Students of Colegio Nacional Mixto Vilcabamba of 8th, 9th and 10th years of Basic Education.

- The English teachers of Colegio Nacional Mixto Vilcabamba of 8th, 9th and 10th years of Basic Education.

SUB PROBLEMS

- Does the Micro-Curricular Planning have an influence on the development of English as a second language at Colegio Nacional Mixto Vilcabamba academic period 2014-2015?
- Are the teachers planning the lesson daily and effectively in order to acquire English as a second language at Colegio Nacional Mixto Vilcabamba, academic period 2014-2015?

c. JUSTIFICATION

Education is essential to keep freedom and democracy in our society. Also education is a tool used to increase the economy. Nowadays, demands in education in Ecuador have changed dramatically in the last decades. Not only has there been an increase in the diversity of the student population, but the number of students has increased as well and with them the demands on what students must know and what teachers must be able to do to thrive we transition to. Furthermore teachers must consider the new requirements of teaching especially in the acquisition of a second language.

Nowadays, educational achievement is one of the priorities of our government, so it has invested in the quality of teaching. This will require that all students have access not only to great educators but also to rich and meaningful curriculum which teachers must know and apply. In addiction we must confront serious structural challenges related to education, where the role of educators is very important since student learning is ultimately the product of what goes on in classrooms.

This research is acceptable because student success must be our collective goal.

From a scientific point of view, to carry out this research work, there is specific scientific information about the micro curricular planning in order to

acquire a second language, with appropriate definitions, dates, and key concepts gotten through books, magazines, netbooks and so forth to appropriately determine the research design.

For the educational point of view, the project is also feasible because the English language department of the National University of Loja provides undergraduates with enough literature and skills to solve this problem nowadays.

Finally, it is also a requirement for the undergraduate students, in order to get a Bachelor's Degree in Sciences of Education, English Language Specialization.

d. OBJECTIVES

1. GENERAL:

To establish the impact of Micro-Curricular on planning the acquisition of a second language in the classroom at the Colegio Nacional Mixto Vilcabamba, given the fact that the curriculum is deemed to be the vehicle which will ensure that all students have the knowledge, skills and attitudes which will facilitate social and personal development and growth.

2. SPECIFIC:

a) Examine Micro-Curricular planning application by the teachers of 8^{th}, 9^{th} and 10^{th} grades of Basic education at Colegio Nacional Mixto Vilcabamba .

b) Probe the provision and use of resources

c) Provide possible suggestions and solutions which could be included in a Program to facilitate effective Micro-|curriculum implementation.

e. THEORICAL FRAMEWORK

CONCEPT OF CURRICULUM

There are some author's different points of view about curriculum which are supported by political, social, economic, philosophical, ideological and advanced technological influences in the society. McGee (1997) Says " these influences affect the curriculum decision making process at the national level for the development of new or revised syllabus or handbooks or resources; at school level for development of school programmers; and at the classroom level for particular class programs" (p.17)

Landman (1985) "the curriculum is a scientific-accountability designed document that include selected, ordered and evaluated content as well as didactic considerations that are instrumental to attained its stated aims in the school´s didactic-pedagogical situation" (p.49)

Conelly (1998) "Curriculum is often taken to mean a course of study. When we set our imagination free from the narrow notion that a course of study is a series of textbooks or specific outline of topics to be covered and objectives to be attained, broader more meaningful notions emerge. A curriculum can become one´s life course of action. It can mean the paths

we have followed and the paths we intent follow. In this broad sense, curriculum can be view as a person´s life experience.” (p.103)

According to the before points of view it is clear that curriculum is a dynamic process. Development that connotes changes which are systematic. A change for the better means any alteration, modification or improvements of existing condition. To produce positive changes, development should be purposeful, planned and progressive. This is how curriculum involves.

THE ORIGIN OF LANGUAGE CURRICULUM DEVELOPMENT

Language curriculum development is an important aspect of the educational activity named as curriculum studies or curriculum development; it focuses on determining what students learn in the school, what experiences should help to get the aims and objectives, how carry out the process of teaching and learning, and how the educational systems and the process of teaching and learning can be planned, measured, and evaluated. Richards (2013) “language curriculum development refers to the field of applied linguistics that addresses these issues. It describes an interrelated set of processes that focuses or designing, revising, implementing, and evaluating language programs” (p.2)

HISTORICAL BACKGROUND

If we look back at the history of language teaching it is possible state the 1960s as the origin of curriculum development which began with the notion of syllabus design that emerged as a major factor in language teaching. The teaching of English as a second foreign language became an increasingly important activity after World War II. Immigrants, refuges and foreign students generated a huge demand for English language.

To know about the process of curriculum development is awesome because of teachers of language during a long period have adopted, adapted, invented and developed a variety of models which guide the teaching and learning in which they engage and the beliefs that they hold. According with Richards (2001, 2013)"the impetus for changes in approaches to language teaching came about from changes in teaching methods. The method concept in teaching, the notion as systematic set of teaching practices based on a particular theory of language and language learning is a powerful one and the quest for better methods has been preoccupation of many teachers and applied linguistics since the beginning of the twentieth century. Many methods have come and gone in the last 100 years in pursuit of the "best method" as the following chronology illustrates, with dates suggesting period's dominance:

Grammar Translation Method (1800-1900)

Direct Method (1890-1930)

Structural Method (1930-1960)

Reading Method (1920-1950)

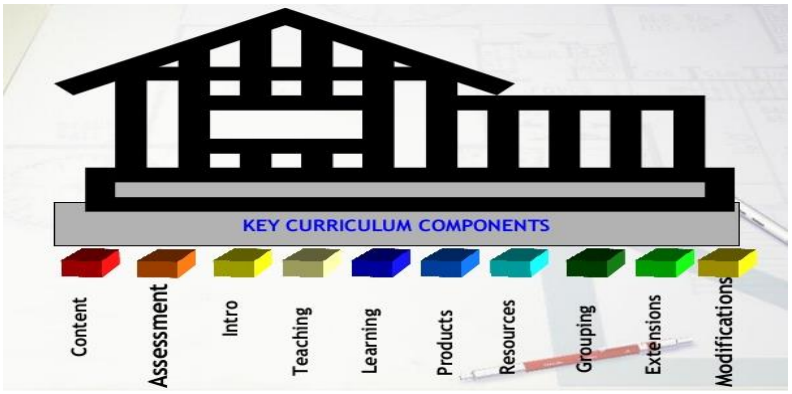
Audiolingual Method (1950-1970)

Situational Method (1950-1970)

Communicative Approach (1970-present)”

Some authors believe that though the time there has been preferences in use of a particular method; also maintain that although many methods after being used and have been overtaken by other, yet these are part of daily practice in the classroom. On the other hand most teachers are using mixing parts of them. An example of this is those todays continue using the method of grammar translation as support in the process of teaching and learning.

EMERGENCE OF A CURRICULUM APPROACH IN LANGUAGE TEACHING



The theory underpinning curriculum development has walked a long way. Many different curriculum models had been developed and implemented in the last years that lay the foundation for major curriculum reforms.

In 1949, the first curriculum model was designed and presented by Ralph Tyler in which had stated important principles by which the pupils must achieve the sated aims. (Kruger, 1980, p.65).

Tyler was considered the father of the first curriculum model, as his curriculum model widely influenced both macro-curriculum development (the national level), and micro-curricular development in schools, teacher training institutions, universities and other training providing organizations globally. Tyler´s model is based in four questions:

- What educational purposes should the school seek to attain?
- What educational experiences can be provided that is likely to attain these purposes?
- How can these educational experiences be effectively organized?
- How can we determine whether these purposes are being attained?(Tyler.1950,p.1)

The Tyler´s model is known as “Rationale/Objective” and “liner” due to it involves the formulating of objectives for student’s achievements. The content is developed from the objectives, and the learning experiences;

then the assessments are designed from the content. The evaluation is carried out after the implementation of the content to see whether or not the objectives had been achieved. (McKiernan, 2008).

Following the steps of Tyler, Hilda Taba proposed a curriculum model called the Grass roots approach in which argue that there was a definite order in creating a curriculum. She believed that teachers should participate in developing it, which led to the model of curriculum also she noticed that teachers would have major input. In 1969 Taba presented a model of curriculum developments with seven major steps:

- **Diagnosis of need.-** Teachers start the process by identifying the needs of the students for whom the curriculum is planned. This situational analysis refers to determining worthwhile knowledge and skills that students should learn aspects of the students´ context (interests, abilities, aspirations and needs), and the contexts or environment where teaching and learning could be undertaken
- **Formulation of objectives.-** Teachers have to identify needs that require attention, teachers specifies aims to be accomplished.
- **Selection of the content**.- according to the objectives selected is going to be subject matter of the curriculum, where validity and significance of the content chosen needs to be determined (the relevance and significance of the content)

- **Organization of the content.-** teacher must organize the content on logical sequencing, taking into consideration the maturity of learners , their academic achievements, and their interests.
- **Selection of learning experiences.-** content must be presented to the students and they must be engaged with the content at this point the teachers selects instructional methods that will involve the students with the content.
- **Organization of learning activities.-** just as the content must be sequenced and organized, so must the learning activities. Often the sequence of learning activities is determined by the content but the teachers need to keep in mind the particular students whom he or she will be teaching.
- **Evaluation and means of evaluation.-** the curriculum planner must determine just what objectives have been accomplished. Evaluation procedures need to be designed to evaluate learning outcomes(McGee,1997)
- Walker (1971) was another curriculum theorist, whose curriculum model was named “naturalistic” and “interactional”. Naturalistic presents three different phases of the curriculum: platform, deliberation, and design.
- **platform.-** that provides the believes values, concepts, principles, points of view. Aims and objectives to guide the curriculum developers, in other words is the phase where the objective is designed

- **Deliberation.-** it is the process where teachers must make decisions from available alternatives, arguing, refuting, accepting, changing and adapting the curriculum platform in school and classroom contexts; in other words the deliberation phase concerns the develop of content for the students to experience.
- **Design.-** that is the organization and structure of the curriculum, in other words, it relates the actual implementation and assessment of the curriculum.

In the models of Nicholls and Nicholls (1972) describe curriculum development in four stages."

a) The careful examination, drawing on all available sources of knowledge and informed judgment ,of the objectives of teaching, whether in particular subject courses or over the curriculum as a whole.

b) The development and trial use in school of those methods and materials and materials in which are judged most likely to achieve the objectives which teachers agreed upon.

c) The assessment of the extent to which the development work has in fact achieved its objectives. This part of the process may be expected to provoke new thought about the objectives themselves.

d) The final element is there for feedback of all experiences gained, to provide a starting point for further study"(p,4)

In the curriculum development processes described in the models above, teachers are transmitters of the curriculum content to the students and the

students appear to learn by passively listening and absorbing and memorizing information, before performing summative learning activities (test and examinations) to measure overall performance.

Print (1993) summarize the different models of curriculum discussed above into a model of curriculum development

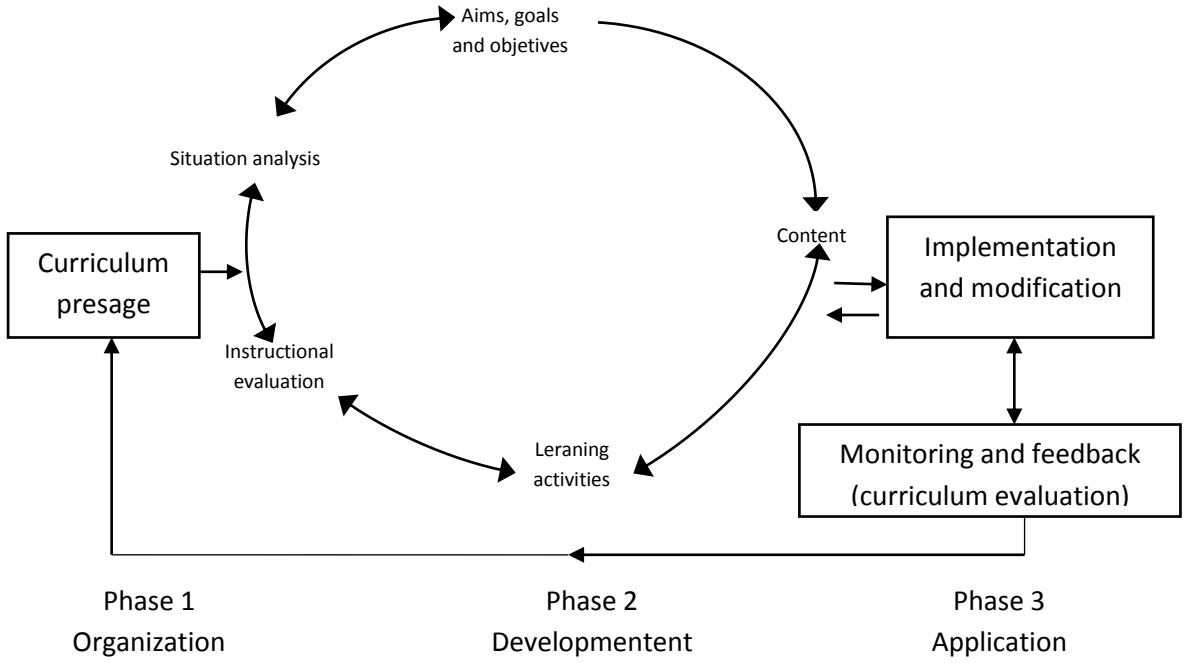


Figure 2: model of curriculum development (Print, 1993, p.84)

The figure 2 represents the phases of curriculum development where Phase 1 is related to formation of teams or committees who are formed based in their abilities, qualification, experiences and competences to develop the curriculum. This phase is illustrated by the rectangle on the left labeled curriculum presage. Presage means to indicate a future occurrence. In phase 2 the actual curriculum development is done, as represented by circular structure involves in an interactive process. At the application phase the actual curriculum content is implemented in schools

and classrooms contexts. Teachers make modifications to the content to suit student's abilities, needs and aspirations, as illustrated by the rectangle at the top right. The bottom rectangle on the right shows the evaluation of the implemented curriculum. The team in the organizational phase monitors and valuates how teachers implemented the curriculum and students learning. Teachers and students provide feedback and based on feedback, the team revisits the curriculum to revise or change it.

In the 1990s Spady introduce in the educative system an interactive process through a new transformational outcome based curriculum model which was designed with above authors ideas. The transformational refers to a process of changing of current practice to fit to the new ways to teaching and learning, assessment students learning, and organizing learning environments. Spady (1993) says: "the students perform a variety of learning activities to construct their own language in setting, real situations relating more directly to life" (p.10). George (2009)"this approach of curriculum development is called "inside out". The inside out description refers to the argument that learning outcomes should always be central , as the starting point for designing and understanding the design of learning" (p.161). That is the curriculum content, pedagogies and student learning activities are developing from the learning outcomes. The evaluation and reporting systems are used to measure whether or not the learning outcomes have been achieved by students

According to Spady (1993) “curriculum content and structure should link with a variety of formative and summative assessment, such as tests, assignments, journal writing, daily keeping, and oral presentation”(p.16). Consequently, in this Spady model, students´ assessment reporting systems are criterion-referenced rather than norm-referenced, where teachers report on an individual students ‘performance and their future learning against the learning outcomes using a set of guidelines or criteria. Students’ achievement is not compared and ranked in relation with the other students. Further the teachers are encouraged to use a variety of teaching and learning strategies in this model to promote quality student learning in school and classroom contexts to achieve the outcomes, rather than simply transmit information. The implementation of a transformational outcomes-based curriculum is an ongoing process designed to achieve quality student learning in school and classroom contexts (Spady, 1993).

The difference between Print´s model is that on it was realized through an integration of other curriculum models employing a no interactive process of curriculum development, it constituting a prescriptive process; while in Spady´s transformational outcomes based curriculum model involves the development first of learning outcomes, followed by the other phases of content teaching, learning pedagogies, and assessment. Each phase of the curriculum development interacts to influence to the other. The consistency of Spady´s model has been recognized and adopted in many countries in the world.

The definition of curriculum development and the different curriculum model discussed include curriculum implementation as part of curriculum implementation as part of curriculum development process. This inclusion is because Fullan (2007)" curriculum implementation consists of the process of putting into practice an idea, program, or set or activities and new structures to people attempting or expected to change" (p.84). this definition implies that curriculum implementation is related how teachers interact with the macro- curriculum and develop it into the micro-curriculum which they deliver to students in the school and classroom setting (Deng, 2007)

THEORICAL FRAMEWORK OF MICRO- CURRICULUM IMPLEMENTATION

After analysis of different models of curriculum development and based on Spady´s model; Fullan propose his theory of micro-curricular implementation, where he explains how teachers interpret the macro-curriculum content and develop and deliver it to the students and how students experience it in schools and classroom contexts. He makes reflection on the three factors that influence the implementation of micro curricular planning, a) characteristics of change grouping b) local characteristics and c) external characteristics of change.

Characteristics of change grouping.- imply of need, clarify of chance complexity and quality/practically as a system of factors that interact to influence the implementation of macro-curriculum in school and classroom contests (Fullan,2001, 2007)

The need factor is determined for elements that are going to contribute to the development of the society as the desires and basic requirements which are going to be included in the macro-curricular change. These needs underpin important aspects or essentials of the outcome-based curriculum content such as goals, values, ideas and concepts, which should be diagnosed, prioritized and planned for the teachers to interpret, develop and deliver to the students in the school and classroom contexts Fullan (2001, 2007).

The clarify of change factor means that the contents macro-curriculum (goals, values, ideas and concepts) should be clear for the teachers interpret, plan and deliver to the students to experience in school and classroom contexts.

The complexity means that the implementation the macro-curriculum content is a big challenge to schools and teachers, due to continuous difficulties given between the macro-curriculum content and their goals, values, and belief systems, lack of appropriate pedagogies, ineffective use

of curriculum documents, and lack of understanding of the reason for curriculum change (Fullan, 2001, 2007)

Quality and practicality.- concerns the macro-curriculum content being realistic, clear and linked to the other needs of the society, as well as teachers being able to implement it without encountering difficulties in the school and classroom contexts; furthermore the students experience a variety of learning experiences from the content of the macro-curriculum (Fullan, 2001, 2007).

The local characteristics grouping are determined by teachers, principals, community and district, all of them contribute to having an input in micro-curriculum implementation in school and classroom contexts in the following way**.**

The teachers in influencing the micro-curriculum implementation relates to their personality attitudes, behavior and motivation, and depends on a strong interrelationship between students and others for the implementation to be successful, and of course the students´ attitudes, behavior and their understanding, can influence in micro-curriculum implementation in school and classroom contexts too.

The principals must be proactive in their instructional leadership; first establishing a team work spirit and collaborative work environment and

second they provide regular support both students and teachers in terms of resources allocation, attending students' concern, and establishing effective ways to monitor results in order to determine the curriculum change at the school level (Fullan 2001, 2007).

The community has to participate in active school boards in the curriculum implementation and make decisions in the best interests of students´ learning. The parents must build a close relationship with principals and teachers involving in the different learning activities designed by the school in order to ensure quality student learning.(Fullan, 2001, 2007)

The district refers to the provincial and district education personnel's need to understand curriculum change, adopt it into their administrative systems, and support curriculum implementation with required resources such as finance, paying regular visits to both rural and urban schools, and providing professional development activities for the teachers. These sceneries clearly point to the stakeholders (provincial and district education personnel, principals, parents having input into the success of micro-curriculum implementation while teachers´ and students´ attitude and behavior, and their motivation and understanding are factors which are applicable in schools and classroom contexts(Fullan, 2001, 2007)

External characteristics of change.-consists of government and other supporting agencies which also have an input into the quality of micro-curriculum implementation in school and classroom contexts through sourcing of founding and provision of support through the National Education Ministry(Fullan, 2001, 2007). The function of the educational ministry is to establish and keep relationship between the different provinces, districts and schools in order to spread information, source funding, provide countrywide professional development support for the teachers, distribute curriculum materials monitor and evaluate the implementation of the curriculum in school and classroom levels. Schools also receive support from government and Non-Governmental Organizations (NGOs) for the implementation of the micro-curriculum.

The implementation of micro-curriculum and delivery of the outcome-based national curriculum and the nature of students´ learning can be influenced in by factors related to: the macro-curriculum content, the teacher, the student, teaching and learning approaches and the professional development activities in school and classroom contexts.

ORGANIZATION OF MACRO-CURRICULUM CONTENT

Henson (2010)" the sequencing or organizing of macro-curriculum content is called a "vertical dimension" while "horizontal dimension" refers to the scope and breadth of the content"(p,188). The vertical dimension is

concerned with the presentation in a hierarchical order (from the top down) the different contents, topics, concepts, and ideas. While the horizontal dimension includes sufficient topics, concepts and ideas for teaching and learning purposes in a given time frame; but not all macro-curriculum is systematically sequenced by teachers due to the teachers can find difficulties to implement it in school and classroom (Fullan 2001, 2007;Henson, 2010). Additionally, teachers do not understand some macro-curriculum content because of it contains information that is not reader-friendly. They often encounter difficulties when developing their micro-curriculum in school and classroom contexts.(Wardekker,2004).

TYPES OF MACRO-CURRICULUM CONTENT

There are different types of macro-curriculum content that teachers implement in school and classroom contexts.

SUBJECT CENTRED CONTENT

In 1960 Bruner propose the first macro-curriculum content named subject centered content, which was designed and delivered for the development of the students' intellect, Bruner (1960) demanded that "the task of teaching a subject to a child at any particular age is one of representing the structure of that subject in terms of child´s way of viewing things" (p, 33). This view of curriculum means that the subject content selected for

teaching must be related with students´ level and with their ability and understanding (Eisner, 2002). McNeil (2006) "this knowledge can be factual, conceptual, procedural and Meta-cognitive, and it is used through a range of learning activities for the purpose empowering students with a rational mind" (p, 57).

Factual knowledge is considered as basic and contains specific technologies, ideas and concepts the students need to acquire in an individual curriculum subject in order to solve simple problems (Forehand, 2005). Conceptual knowledge refers understanding of the interrelationship which exists within a large body of ideas and concepts. These relationships include theories, models, structures, categories, law and rules and generalizations (Mason, 1999). Meta- cognitive knowledge is the student´s capacity to reflect about their own thoughts and behavior, abilities, strengths and weaknesses of knowledge and how knowledge can be applied strategically in different contexts (Anderson & Krathwohl, 2001). Meta-cognitive knowledge includes strategic knowledge, knowledge about cognitive tasks and self- knowledge of capability in a curriculum subject (Krathwohl, 2002). The strategic knowledge refers how students use their knowledge to solve problems in different subjects, while knowledge about cognitive tasks refers how students retrieve information from experience and use it in different situations to solve problems. Self-knowledge is about students making their own choices, based on their

strengths and weaknesses when performing learning activities (Pintrich, 2002).

The subject-centred content focuses on students´ intellectual development so that they become knowledgeable members of the society (Bruner, 1960 Kalyuga, 2009). The idea of intellectual development or mentally disciplined was exposed first time in 1902 by Dewey (cited by Terwel in 2004). This idea talk about necessities of the students to develop a disciplined mind from detailed content knowledge gained in a variety of curriculum subject through learning activities and then some students become professionals while other students undertake other productive activities to serve the society (Bruner, 1960; Schiro, 2008)

SOCIETY-CENTRED CONTENT

The aim of including society-centred content in a macro-curriculum is to meet the needs of society. Schiro (2008)"there are two forms of society-centred content: society efficiency and social reconstruction. Social efficiency and social reconstruction contents enhances the production of future citizen through a range of learning activities with skills and procedures they need in the workplace and at home to live lives and perpetuate the functioning of society"(p.4).

The social efficiency is related with macro-curriculum content in which are stated ideas and concepts that promote, orient towards and empower students to become productive member of society (Schiro, 2008; spady, 1993). Such content is designed to enable students to take control of their own learning from the environment where they are, and social reconstruction has been elaborated in order to solving societal problems such as social inequalities and justice arising from gender, sexism, racism, illiteracy and other social issues(Schiro,2003; Terwel,2004). Walker (2003)"these forms of society-centred content embrace the development of students with the core values of justice, equality, liberty, and community"(p.71) in order to have an harmoniously society.

TEACHER-CENTRED CONTENT

The macro-curriculum is broken down into different ideas and concepts which are presented in school and classroom through several pedagogic resources. The contents are exposed by teachers while student's task is to learn from of the teachers (Schiro, 2008). The knowledge is given when the content is memorized and absorbed by the students (Walker, 2003). The objective of the teacher-content is to help to teachers to transmit knowledge to the students in order to change their intellectual level, and they can become intellectual members of the society (Bruner, 1960).

INTEGRATED CONTENT

In order to develop the students` potential and abilities it is necessary uses a combination of subject-centered content, society-centred content, teacher- centred content and learner- centred content (Lester, 1992; Schiro, 2008; Walker, 2003). Walker (2003) says: “Sometimes a curriculum ideal is clearly student-centred, teacher-centred, subject-centred or society-centred. More usually, an ideal will have a characteristic way of thinking about the students, teacher’s subjects, and society and a distinctive set of relationship or priorities among the four. The mixes we find in any particular ideal helps us understand the relative importance of the four crucial considerations in that ideal. Since all four common places are important, a sound curriculum should have an appropriate balance among them” (p.59)

According to Schiro (2003) teachers need to integrate the different content types as discussed above into a micro curriculum arguing that the job of the teacher and the curriculum is to create engaging learning experiences that naturally integrate the content of the different academic disciplines in holistic ways that do nor atomize and partition knowledge (p.101)

THEORIES OF SECOND LANGUAGE LEARNING

VYGOTSKY'S THEORY OF LEARNING

Lev Vygotsky has based his studies principally in the field of child development, who thinks humans use a language as a tool for mental activity (Mitchell & Myles, 2004). Vigotsky gave the concept of Zone of Proximal Development (ZPD), it talk about a zone exists between current knowledge and potential knowledge. This zone is where learning occurs for the child.

According to Vigotsky (1978) the ZPD is " the difference between the child´s developmental level as determined by independent problem solving and the higher level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers" (p.85). In other words ZPD describes what a child in process of learning a concept in a second language (L2) can do without help and what a child can do with guidance of the teacher or a more capable peer.

To underpin knowledge at the child's ZPD, the teacher needs to know what the actual child´s development level is and what skills and concepts will develop next; also teacher should know what strategies of instruction are going to be used in the child´s process of learning. Successful

instruction within the child's ZPD also involves that a child will be able to work independently in a high level as with teacher guidance. Once this is accomplished, a new ZPD must be worked (Michel & Myles, 2004)

The most children need the transition from assisted to independent learning should be a gradual process. To facilitate this transition, a teacher needs to scaffold student learning by first designing and then following a plan for providing and withdrawing appropriate amounts of assistance at appropriate times (Michell & Myles, 2004)

SYSTEMATIC SUPPORT THROUGH SCAFFOLDING

Scaffolding is a term used in education to describe a variety of instructional techniques applied through the use of simplified language to carry students progressively toward clear and stronger understanding in order to get independence in the learning process. Scaffolding are also considered supportive strategies that help students reach higher levels of comprehension and skill acquisition that they would not be able to achieve without assistance, these are incrementally removed when they are no longer needed, and the teacher gradually gives more responsibility over the learning process to the student

A child learns easily when the knowledge is given in small parts of information which is internalized through the ZPD postulated by Vygotsky.

The small parts allow children to build upon prior knowledge which in turn allows the children to build complete information. When the new information is introduced, this is not clear for the child so it is necessary teachers provide successive support in order to child can attain the knowledge; teachers should not forget that the child has a current knowledge and it is going to be the base to build the new one through scaffolding worked in the ZPD (Michell & Myles, 2004).

Scaffolding is widely considered to be an essential element of effective teaching as it gives children confidence and let them to achieve the task at hand; the confidence; in tum, will let students to maintain interest in learning. A child who is learning a second language must be guided through scaffolding because it allows them proceeds through the ZPD in small incremental stages.(Michell & Myles,2004)

Vygotsky considered the most common way of scaffolding is the game introduced in the process of learning. if a child learns through games guided by others He/She will internalize what has been practiced. The play occurs in ZPD, where the child receives scaffolding and support(Cook,2000). when child first playing games, it is necessary to use authentic language due to the novice will not figure out L2 if it is presented directly (Cook,200). A child learning a L2 can learn through three types of scaffolding:

a. Simplifying the language: The teacher can shortening selections, speaking in the present tense, and avoiding the use of idioms.

b. Asking for completion, not generation: students can choose answers from a list or complete a partially finished outline or paragraph.

c. Using visuals: The teacher can present information and ask for students to respond through the use of graphic organizers, tables, charts, outlines, and graphs. (Ovando, Collier & Comb, 2003).

KRASHEN´S THEORY

Stephen Krashen's theory has had an important influence in linguists and language production through his five main hypotheses:

The Acquisition-Learning hypothesis.- According to the famous linguistics Stephen Krashen there are two forms of second language development. The first of them is the acquisition which is product of a subconscious process by which language is stored in the child brain as when He/She learned his / her first language where meaningful interaction in the target language is required; this process is also considered in adult picking up a second language. This system requires speakers must concentrate in the message (communication). The learning in the other hand is a product of conscious knowledge product of formal instruction by applying rules (grammar) a process that we are generally aware of (Johnson 2004).

According to this theory, the best way to get a second language is through natural communication. English teachers should create a situation wherein language is used in order to fulfill authentic purposes. This is turn, will help students to ‘acquire’ the language instead of just ‘learning’ it.

1. The Monitor hypothesis.- The Monitor hypothesis is referring the relationship between acquisition and learning; where learning has an important influence in the acquisition. The monitoring function is the practical result of the learned grammar; it relates to ways in which we are consciously aware of our output (language we produce); in other words the monitor(learning) can make some contribution to the accuracy of an utterance through to edit, to inspect and correct errors. According to Krashen , this is possible in the correction of written work but It is much more difficult when engaging in regular talk**.**

2. **The Input hypothesis.-** The Input hypothesis is only concerned with 'acquisition', not 'learning, it suggests language acquisition occurs when learners are exposed to the target language in the classroom and that is comprehensible for them, a concept also known as comprehensible input. According Krashen this comprehensible input should be one step beyond the learner’s current language ability, represented as i + 1, in order to allow learners to continue to progress with their language development. In other words the child improves and progresses when he/she receives second language 'input' that is one step beyond his/her current stage of

linguistic competence(Johnson, 2004;Krashen,1987; Krashen & terrel, 1983; Macaro, 2003)

3. **The Natural Order hypothesis.-** This hypothesis refers language is acquired in a predictable order by all learners, also suggests that the acquisition of grammatical structures follows a 'natural order' which is predictable. Krashen point out the natural order of acquisition cannot be influenced by direct teaching; He rejects grammatical sequencing when the goal is language acquisition. (Dulay & Burt, 1974; Fathman, 1975; Makino, 1980 .cited in Krashen, 1987)

4. **The Affective Filter hypothesis**.- It is influenced by emotional variables such as anxiety, self-confidence, motivation and stress. These affective variables play a facilitative, but non-causal, role in second language acquisition. Krashen thinks that learners with high motivation, self-confidence, a good self-image, and a low level of anxiety are able to acquire a second language (Dulay & Burt, 1974)

MULTIPLE INTELLIGENCES THEORY

In 1983 Howard Garner developed an important study for the field of education by creating the multiple intelligences theory which states that instead of simply having intelligence in one area; each individual has at least eight distinct intelligences, which can be developed throughout a

person's lifetime (Haley 2004; Gardner 1999). These eight different intelligences are going to account for a broader range of human potential in children and adults. These intelligences are: verbal-linguistic, logical-mathematical, visual-spatial, bodily-kinesthetic, musical-rhythmic, naturalist, interpersonal-social and intrapersonal-introspective (Gardner 1999). This theory describes the various intelligences as possibly being personal tools that individuals possess in order to make sense out of new information and store it in way that the information can be easily retrieved when needed for use (Gardner 1999; Arnold & Fonseca 2004). Furthermore, this theory shows individual talent as it demonstrates that individuals possess these intelligences to varying degrees. Multiple Intelligences theory, (MI), highlights the type of stimulus necessary for the child to learn L2 most effectively. This means that a child who relies upon musical-rhythmic intelligence would learn a L2 better through singing and dancing to a song in the target language than only repeating lexical chunks in the target language. This song could be presented as an authentic song from the target language. A verbal-linguistic child would do well with listening to a story, which could also be authentic and from the target language. The child could learn vocabulary from the story, and then she/he will use and recreate a story of their own.

The theory of multiples intelligences (MI) evolved in order to better determine how cognitive individual differences can be attended to and developed in the classroom setting but theory of multiple intelligences

should "empower learners", not restrict them to unique modality of learning. Gardner says that our schools and culture focus most of their attention on linguistic and logical- mathematical intelligences. He also states that we should be placing equal attention to individuals who show gifts in the other intelligences, such as, the arts, musicians, dancers, therapists, architects, and others who improve the world in which we live (Gardner 1999; Arnold & Fonseca 2004). Unfortunately some teachers do not recognize children who have gifts in certain intelligences and do not give the reinforcement they need in school. This is why it is important for L2 educators to determine the particular intelligences their students possess and consider them into their curriculum. A study completed by Haley (2004), showed that L2 learners accomplished greater success rates when the Multiple Intelligences Theory was considered into the curriculum development. This study emphasizes that individual intelligence must be taken into consideration for optimal L2 instruction**.**

Other result from the study was that the classroom management issues decrease as the students felt happier learning the L2, due to teachers planned the lessons considering individual intelligences. Teachers considered authentic songs, games, and stories as tools to tap into the multiple intelligences of their students (Gardner 1999; Arnold & Fonseca 2004).

BEHAVIORISM

Another theoretical consideration for second language learning is that of behaviorism. Behaviorism is a theory concerned with observable and measurable aspects of human behavior that attempts to explain behavior as a conditioned response to stimuli. So that behavior is not determined by inner cues or complex psychological thought processes; behavior is determined by outside forces referred to as stimuli (Chastain, 1976).

According Hadley (2001)"behaviorists concluded that all learning consisted of some form of conditioning" (p.105). Therefore, second language learning has to do with behaviorism to a small extent. This extent is useful for L2 learning is that behaviorism could be beneficial for pronunciation purposes in the L2. Additionally, the repetitive structures of the music may help in the L2 learner's acquisition of target language vocabulary.

The behaviorist theory refers to both animal and human behavior as it entails conditioning, reinforcement and punishment. These behaviors are not directly observable and must be inferred from observation (VanPatten and Williams 2007). An example of conditioning is shown in the experiment by Pavlov. In the experiment, dogs were conditioned to respond to stimuli of a ringing bell in order to be fed. The ringing of the bell (stimuli) made them salivate as a response (VanPatten and Williams 2007). It could be inferred that the dogs were conditioned to respond to

the bell. The conditioning was not observed (Hadley 2001). Despite the experiment was made in animal it was generalized to humans.

Behaviorists talk about operant conditioning; it is when a human or animal learns to respond to a stimulus because a reward is offered. Often, the initial response to the stimuli is done random y and then the reward is given, thus conditioning the subject to repeat the action lo get another reward (Hadley 2001), after, the being can engage in a behavior without the presence of the stimulus as long as a human or animal has received regular feedback (VanPatten and Williams 2007). The verbal learning is considered as operant conditioning because humans use patterns of language and when the child receives reinforcements from a community of language users, those patterns will be reinforced (Hadley 2001; Skinner, 1957)

In regards to learning a language, Skinner pointed out that learning occurs as a result of the reward given for follow instructions and doing the correct task (VanPatten 2003). Skinner also thought if imitation and repetition are important factors in first language acquisition (VanPatten 2003). Therefore these ways of learning could be considered by second language teachers as necessary tools to help in the acquisition of proper pronunciation in second language learning; but, they should not be considered the only tools the L2 learner uses when constructing the second language. Language learning is an observable behavior which improves over time;

for example, a L2 learner who sings a song sung by a native target language speaking musician and imitates their pronunciation can get a more native like pronunciation of the target language after a lot of imitation, repetition and practice

FIRST LANGUAGE ACQUISITION

The way as children learn a language is inherently systemic in nature based in parents' interaction patterns first then with others. The process begins with the mothers' simplified speech when speaking to their babies. This type of speech determines repetition of the words, short phrases, a slower rate of speech and higher pitch spoken by mothers or the caregiver. This experience and interaction with others give them the background to relate language with meaning, sounds, symbols and physical expressions to the purpose of obtain a communicative competence, and intrinsically they learn grammar using the language, not arranged in an easy to difficult sequence. In second language acquisition skinner presented a work in which talk about children do not learn well with repetition and imitation when it is not used as the unique method for teaching second languages. For example, a child repeats a song in the target language which would be a type of authentic input. Almost all children become fluent in the first language; but it is not automatic in the acquisition of the second language, Pinter (2006)

CHILD GRAMMAR

Language acquisition is part of the overall development of Children physically, socially and cognitively and it goes through several steps or stages. First, the child begins by crying, then babbling, after that the child starts to utter their first words, next two word utterances, and finally multiple utterances. Cattell (2000). Most people when speaking to young children prefer to use more nouns than verbs. This could be due to the fact children first learn nouns because of children are surrounded by objects. O'Grady(2000). However mothers and caregivers make questions in which answers is a verbal response from the child, it will be given in incorrect morphology. For example if the question is, "What is the cat doing?" the child would be eliciting a verbal response from the child where the child might say "run" instead of "running" for a response. This is called as overgeneralization. Berko (1958).

In a study realized about children's learning of English morphology by a test whereby it was showed children an imaginary animal called a wug. First, it was showed them one wug. Next, it was showed them two wug and asked the children what they saw; they replied "wugs." By pluralizing the word wug, the children demonstrated that they were able to create the correct morphology of the plural form, and they did not simply imitate. So it was established the overgeneralization in reference to their language Overgeneralization can also lead to errors. For example if a child will

pluralize an irregular noun as woman into womans only by adding the -s to woman, it would make the word plural. (Berko 1958).

UNIVERSAL GRAMMAR

On the subject of universal grammar of child first language acquisition, some theorists such as Chomsky believed that language is genetically determined thus it is generative grammar; in other words it refers children have innate knowledge of certain principles that guide them in developing grammar of their language where the rules let them to understand statements but they are usually unaware. Chomsky thought that children could produce language without having natural conversations with others (White 1989). To Chomsky all languages share rules and principles synthetics. Chomsky stated two things, first, children all times say things so clearly they cannot be a result of imitating and also he stated that children and adults can produce and understand sentences they have never heard before. The theory of Universal Grammar or UG was developed by Chomsky based in his studies as an explanation for language acquisition. Universal Grammar relates to the brain, which has a structure called the ‘language acquisition device’ or LAD. The LAD allows the child to sort the input that it receives. The device comes from the baby was born (Macaro 2003; Sharpe 2001).

The Universal Grammar is in children´s brain regardless of their native language (Mitchell & Myles 2004). The device was said to be universal because of its ability to sort out the input being sent to the brain. So, the brain has a set of Universal Grammar principles and parameters that are used to develop the native language of the child. This Universal Grammar is considered as the blueprints for the native language. “The UG provides a kind of blueprint as to what grammar will be like, but details can only be filled in by the input from the language being learned” (White 1989:16).

INITIAL STATE HYPOTHESES AND A CORRELATION TO AMERICAN COUNCIL ON THE TEACHING OF FOREING LANGUAGE (ACTFL) NOVICE PROFICIENCY

According Chomsky the universal Grammar is already present in the language learner. So it is going to help during L2 development in a partial way. It is possible that young children between five and seven years old have not attained a complete adult L1 grammar because They are still working on lexicon and verb morphology, Oftentimes, children make overgeneralizations when they are trying to use past tense forms, for example “went”, or plural forms such as “men” the five year old may say “goed” or “mens”. Chomsky ( )

Children five year old partial access to their UG during L2 data input. it is presumed because when there is an interaction or conversation with them,

certain utterances from students suggest that some of the children are still acquiring not only vocabulary in their LI, but also the expected morphology. Once again the example presented before where the child overgeneralized by saying “womans” instead of correctly saying “women”. This type of overgeneralization from a learner of kindergarten shows that a child is partially accessing their UG. In the example given, we can establish that the child was able to access the vocabulary, but not be correct inflection.Chomsky ( )

SECOND LANGUAGE ACQUISITION

It is important to consider the acquisition of a second language is associated with a first language because of the learner has already acquired a set of habits from his /her first language VanPatten (2003). Tabor (1977) argues “for these children, then, second language acquisition is not a process of discovering what language is, but rather discovering what this language is” (p.12).

Some authors, such as Perez & Torres-Guzman (1996) hold child develop proficiency of a second language in the same way as He/She gets their native tongue, following their parents or caregivers patterns and they are going to improve it as child goes to school or interact in the target language.

McLaughlin (1984)says “ultimate retention of two languages depends on a large number of factors; such as the prestige of the languages, cultural pressures, motivation, opportunities of use- but not on age of acquisition”(p.73). The most important factor in the second language acquisition is motivation, it will depend of learner real necessities, ideas and feeling; in other words child is going to acquire a second language if doing so is perceived to be valuable. McLaughlin(1984)

THE CRITICAL PERIOD FOR FOREIGN LANGUAGE LEARNING

The critical period was first introduced by Penfield and Roberts in 1959 who maintain that second language acquisition is easier at nine age; after this age, Snow et al (2009) “the human brain becomes progressively stiff and rigid after the age of nine” (p.9), and in Lenneberg's opinion the critical period ends when the acquirer reaches puberty (Danesi 2003; Kumaravadivelu (2006).

There has been ongoing research pertaining to the success of a child learning a second language versus an adult second language but it has not shown evidences that exist any biological limits to second language learning between them. In the Critical Period Hypothesis, (CPH), it has been established that children and adults may have difficulty with pronunciation, rules of grammar and vocabulary so much in the first language as second language.

To Scovel there are three specific problems in the second language acquisition such as the study of accent which concerns adult people better than younger individuals; second, is that the critical period exists for grammar in addition to accents. And the third ‘strand’ states that there is no critical period (Kumaravadivelu 2006). According Kumaravadivelu (2006) “researchers claim that, if L2 learners begin their language learning by the age of 12, they will end up with some degree of foreign accent. The reason is that L2 phonological production is presumably the only aspect of language performance that has a neuromuscular basis” (p.32). Krashen states that children going through adolescence have difficulties learning an L2 during puberty due the emotional changes they undergo, this opinion is relates with the Affective Filter Hypothesis and therefore do not excel as well as a younger child learner. The students at this age level could have high affective filters that affect foreign language learning.

METHODS FOR TEACHING FOREIGN LANGUAGES

When teaching a language to young children, techniques and materials must be interesting and fun to the target language learner. A variety of teaching methods have been developed to employ when teaching a second language. Some of the methods would work well with authentic input and young learners, whereas others may be more appropriate for older L2 learners. A review of some of the more popular methods for teaching foreign languages is be put forth here in order to consider which

methods would be most applicable for young children leaning a second language. A hybrid of the methods postulated below will be used as a basis for the authentic materials pedagogic method that is proposed as followed.

TOTAL PHYSICAL RESPONSE

James Asher`s Total Physical Response (TPR) is a language teaching method which uses command forms as children respond physically in order to reduce students inhibitions and lower the affective filter (Kumaravadivelu 2006; Richards & Rodgers 2001). This method let learner reduce anxiety and stress, and facilitate long term retention of the target language. This method centers on using a verb in its imperative form. Partially similar to behaviorism, TPR uses a stimulus-response method of learning.

According to Asher, first and second language acquisition are comparable processes because children can learn a second language the same way as they learn their native language (Asher 1981). He says that children develop listening skills before they can speak, even states that in all languages throughout history, children do not acquire speaking before comprehension. These skills are acquired as children respond physically to spoken language in the form of imperatives. So, for example when parents or caregiver says, “silence”, the child obeys (Asher 1981).

Therefore, Speech develops once a basis in listening skills is acquired (Richards & Rodgers 2001). Therefore, Listening skills in the L2 must be acquired at the same time with physical movement.

Asher (1981) believes that a second language acquisition can make possible when the command is used correctly with the learner. According to Asher (1981) it is enough twenty hours of training the students will be ready to speak the language, even says that the twelfth hour would be the earliest point where the student could speak the target language. Teachers that use this method should always use the target language to direct physical response for the learners (Asher 1981). He also says that the best language acquisition experience is to comprehend the target language before speaking the target language. He claims that his method allows for this to occur, in that the students are showing comprehension through their response to commands before speaking. Additionally he says that TPR is a good alternative to direct translation because it allows for classroom experiences that are convincing (Asher 2000). TPR is a good method that involves movements instead of orally when first learning the target language and it will allow Young children maintain active. This method could incorporate authentic materials as for example, children could work with objects found in the classroom. Asher considers that TPR should be used to underpin other teaching techniques or be a support other methods (Richards & Rodgers 2001)

WHOLE LANGUAGE

The Whole Language approach is other kind of teaching second language method, where Richards & Rogers (2001) there is an "international relationship between readers and writers" (p.109). This way to language teaching, language should not be broken down into letters and combinations of letters and decoded. This method suggest that teachers and students interact and construct knowledge mutually, using "authentic literature rather than artificial, specially prepared texts and exercises designed to practice individual reading skills" (Richards and Rogers, 200; p.10). The writing skills must be constructed for a real audience and a focus on student-produced texts. In the Whole Language approach, the teacher is seen as a facilitator whereas the student is a collaborator.

Whole language suggests the use of real-world materials instead of texts created for the foreign language classroom (Richards & Rodgers 2001). This approach uses activities that are going to strengthen to the target language learners' life and needs. Richards & Rogers (2001) Say "Whole language activities may prove useful particularly for younger learners in ESL environments" (p.113). It is interesting to note that this quote refers both ESL learners and not L2 learners. It may be because early L2 education in the elementary schools is not widespread.

Whole language tries to develop both reading and writing skills in the target language. It is convenient for beginners or children in their first school years, because it promotes the use of authentic texts as a tool for learning a second language. Furthermore this approach supports real-world materials such as games and songs. It is very important that the teacher will adapt the approach to the needs and appropriate level of the young L2 learners. For example the teacher should read a sentence in the target language and the child drawing a picture that identifies the content.

THE NATURAL APPROACH

The Natural Approach was designed to foster communicative competences input and lower the affective filter without grammar (oral and writing skills) in the L2 learner (Krashen & Terrell 1983). The Natural Approach is based in Krashen's five hypotheses for language acquisition, which are the Acquisition Learning Hypothesis, Monitor Hypothesis, the Natural Order Hypothesis, the Affective Filter Hypothesis and the Input Hypothesis. Richards & Rodgers (2001). The five krashen hypothesis point out that the L2 teacher should incorporate plenty of comprehensible input in each lessons, where the vocabulary has an important attention for communication rather than grammar, so The focus of the student should be on meaning, rather than form, in order to lower the affective filter. (Richards & Rodgers (2001).

Learn through natural approach means that teacher should create real situations; where the L2 student could use the target language in real life (Richards & Rodgers 2001). Krashen and Terrell (1983) maintain that if the teacher plans the class by adjusting to the needs and interests of students, a low affective filter will occur for them and there is a low affective filter, the students will feel relaxed, interested and at ease, instead of uptight, nervous and stressed.in other words the natural approach is based on the students necessities. (Krashen and Terrell 1983).

Natural Approach often ask for help another L2 teaching methods, such as, Total Physical Response is encouraged and simply adapted to fit the criteria for the Natural Approach (Richards & Rodgers 2001). According to Richards & Rodgers (2001) "Students go through stages of acquisition. First, is the “pre-production stage,” where the students do not have to respond orally in the target language; however they may act out a command physically to show comprehension" (p. 187). Next, is the “early production stage,” where students respond to yes or no questions with single words or small phrases (Richards & Rodgers 2001:187). And, lastly, is the “speech emergent stage” (Richards & Rodgers 2001:187). In this stage students use role play and games and as the title implies, speech begins to emerge (Krashen & Terrell 1983; Richards & Rodgers 2001).

The methods presented are solely a brief introduction to the large array of second language teaching methods. When planning materials to teach a second language, there are many methods to consider. A good second language teacher is able to properly adapt themselves to the methods in the field and determine which ones are appropriate for the age level and needs of their particular group of students. Also, he or she should be able to take from the methods and create methods of their very own. These methods may not be famously published or perhaps not even spoken about beyond the walls of the classroom in which they occur. However it is important to keep the students interested, motivated and desiring to come to class and learn. The techniques, methods and materials will vary depending upon the situation of the classroom and its teacher.

HYPOTHESIS

GENERAL

- The students´ acquisition of English as a second language at the Colegio Nacional Mixto Vilcabamba is directly related with micro curricular planning

SPECIFIC

1. Teachers know about micro curricular planning but they are not guided by it in the class development.

2- Teachers use adequate resources in the process of learning English

3. Teachers are updated in micro curricular planning

f. METHODOLOGY

This research will be descriptive, explanatory, and projective because it will be immersed in education. In addition, for the search of the empirical information will use interviews, surveys, literature review about this topic, studying documents and information given by sectors and the description of the facts that will present to investigate the reality, also it will be sought to know and understand the object of study to discover the processes and results, because based on these will construct alternative guidelines that allow to understand, realize and apply the micro curriculum planning for improving the learning processes of acquisition of English language.

METHODS, TECHNIQUES AND PROCEDURES

Methods

By nature of this research, the methodological procedure will be deductive theoretical, since education has rules, principles and doctrines that guide their activities and these are theoretical. Moreover, in developing research will propose hypotheses, so that methodological procedure will be established as the hypothetical-deductive. In the research work will be used several methods, which complement each other, they are the scientific method, inductive, deductive, hypothetical-deductive, analytical, synthetic and descriptive**.**

THE SCIENTIFIC METHOD will help to discover through a systematic and orderly process the reality of the problem, its processes and results, both in the theoretical information and in the field which will allow to check and to verify the hypotheses. Moreover, this method will contribute the formulation of the objectives, general and specific that will guide the development of this research.

ANALYTIC-SYNTHETIC METHOD will allow to analysis the theoretical and practical contents, as well as distinguish the elements of the object of study and analysis of the Micro curricular planning and its influence in the acquisition of English as second language with students of 8^{th}, 9^{th} and 10^{th} years of basic education. Also it will help to determine the variables and indicators and to develop the research instrument for empirical information required.

THE SYNTHETIC METHOD will facilitate the construction of the theoretical framework, the analysis of new bibliographic data, statistics, which will give a sequential order to the work to develop.

THE INDUCTIVE METHOD will compare the information of the field of investigation and interpretation of principles that govern the micro curricular planning and the acquisition of English as second language. It will also interpret statistical data that will be obtained from the surveys of teachers and students of the institution**.**

THE DEDUCTIVE METHOD will explain particular cases, based on general facts that have been stated at the time to investigate the Micro curricular planning and its influence in the acquisition of English as second language, and provide the necessary elements for the development of the theoretical framework, also with the information collected will do an abstraction and deduction of the most important and relevant criteria that will be very essential to build alternative guidelines.

THE HYPOTHETICAL-DEDUCTIVE METHOD will allow contrasting the reality of the institution to investigate with the conceptual framework, and thus can establish the measurement of the variables and their indicators.

THE DESCRIPTIVE METHOD will be employed for the description of the observations made on campus to investigate and thus to indicate how the Micro curricular planning influence in the acquisition of English as second language with students of 8^{th}, 9^{th} and 10^{th} years of basic education. Finally, it will be used in the collection of statistical data.

TECHNIQUES AND INSTRUMENTS

In the development of this research it will be employed the following techniques:

A Survey that will be used as the main research technique because it is widely used for collecting data in most areas of social inquiry; it will be elaborated with its instrument the questionnaire to get enough information about the indicators that permitted to prove the specific hypotheses. The survey will be applied to all English teachers and students of the of 8th,9th and 10th years of Basic Education of the Colegio NACIONAL MIXTO VILCABAMBA to establish how the micro curricular planning works in the acquisition of a second language. It will be applied through a questionnaire that will be elaborated with closed questions about the indicators that will guide the research work.

PROCEDURES

Once the empiric information is gathered, it will be developed, following these stages:

Tabulation

In the tabulation of the data obtained will use the descriptive statistics for the closed questions and joining criteria from the reason or explanation of

every question, also the information of the teachers and students will contrast in order to get the right information.

Organization

After the empirical information is organized, the questions will classify appropriately that will help to prove every hypothesis and to keep in mind the variables of the same ones as a guide that will support to prove them.

Description

The obtained data are organized; those will be showed in statistic tables that will display the frequency and the percentage of the obtained indicators in the applied instruments. All these will allow representing the information graphically.

Graphic representation

After the data are described, those will be represented graphically, so it will facilitate the interpretation and consequently the critical analysis of every question. The bars diagram will use to show this information.

Interpretation and analysis

Once the information is presented in tables and graphs, it will be interpreted regarding percentages and it will be analyzed according to the categories of the theoretical frame, the main tendencies in the outcomes and the variables of the specific hypothesis.

Hypothesis verification

The hypothesis will be proved through a deductive hypothetical process supported in the logical analysis of the field investigation whose final findings are expressed in a descriptive mode.

Formulation of conclusions and elaboration of the report

The conclusions will be developed based on a specific analysis of the outcomes and those will give some recommendations to the teachers and authorities of the institution researched in order to contribute with the solution of the problem of the present work.

Finally, the final report will be designed through chapters that allow the understanding of the theory and of the outcomes that the present research will obtain, which can be used to develop more research in the future.

POPULATION AND SAMPLE

The population that research will take is 311 students from 8^{th}, 9^{th} and 10^{th} years of basic education. However, due to the big amount, it should apply a formula in order to get a sample that will be the essential for working. Regarding teachers, the research will be done with all the population because they are 4 English teachers; i.e. a small group for the investigation.

In order to get the sample of the students' population from 8th, 9th and 10th years of basic education, it will be necessary to apply the following formula:

$$n = \frac{PQ * N}{(N-1)\frac{E^2}{K^2} - PQ}$$

PQ = First quartile (0,25)

N= Population

N = Sample

K = Proportionality Constant $(2)^2$

E = Sample Error (10%,) (0,1)^2

$$n = \frac{0,25 * 311}{(311-1)\frac{(0,1)^2}{(2)^2} - 0.25}$$

$$n = \frac{77,75}{(310)\frac{0,01}{4} - 0.25}$$

$$n = \frac{77,75}{0,775 - 0.25}$$

$$n = \frac{77,75}{0,525}$$

$$n = 148,09 = 148$$

Therefore, research will work with the sample that is 148 students from 8th, 9th and 10th years of basic education**.**

Sample distribution

To get the sample by course the following formula is used:

$$F = \frac{n}{N}$$

F = distribution factor

n = sample size

N = population

$$F = \frac{148}{311}$$

$$F = 0,4759$$

This factor is multiplied by student's population of every year of basic education of the COLEGIO NACIONAL MIXTO VILCABAMBA, therefore in this way we obtain the sample per course.

$$s_n = N_n * F$$

$$s_1 = 95 * 0,4759 = 45,211 = 45$$

$$s_2 = 118 * 0,4759 = 56,156 = 56$$

$$s_3 = 98 * 0,4759 = 46,638 = 47$$

The sample was detailed in the next chart:

CHART 1

COURSES	POPULATION	SAMPLE
8th year of basic education	95	45
9th year of basic education	118	56

10th year of basic education	98	47
Teachers' population	4	4
TOTAL	311	148

g. TIMETABLE

MICRO CURRICULAR PLANNING AND ITS INFLUENCE UN THE ACQUISITION OF ENGLISH AS A SECOND LANGUAGE WITH THE STUDENTS OF 8TH, 8TH AND 10 THGRADES OF BASIC EDUCATIÓN AT COLEGIO NACIONAL MIXTO VICAVAMBA, ACADEMIC YEAR 2014-2015.

Nº	ACTIVITIES	2014	2015											2016
		NOV-DICE	JANU-FEB	MARC-APR	MAY-JUNE	JUL-AUGU	SEP-OCT	NOV-DIC	JANUARY
1	PHASE II: THESIS DEVELOMENT								
2	Appointment of the teacher advisor	X							
3	Project Checking	X							
4	Project approval		X						
5	Appointment of the thesis director		X						
6	Application of the Instruments			X					
7	Thesis Development			X					
	Tabulation			X					
	Elaboration of the tables and graphs			X					
	a. Theme			X					
	b. Introduction			X					
	c. Summary			X					
	d. Review of the Literature			X					
	e. Materials and Methods			X					
	f. Results (Interpretation and analysis)			X					
	g. Discussion				X				
	h. Conclusions				X				
	i. Recommendations				X				
	j. Bibliography				X				
	k. Annexes					X			
	PHASE III. REVISION AND APPROVAL					X			
8	Thesis revision					X			
9	Thesis presentation					X			
10	Thesis approval						X		
	PHASE IV. PHASE OF INCORPORATION								
11	Submission of the folders						X		
12	Private qualification							X	
13	Corrections							X	
14	Public Sustentation and Incorporation								X

h. BUDGET AND FINANCING RESOURCES

Human

The human resources that will be part of this project are the following:

- The research conformed by Janina Vanessa Malla Rengel
- The students of Nacional Mixto Vilcabamba High School
- The English teachers of Nacional Mixto Vilcabamba High School

Material

The material resources that project will use are: books, thesis, magazines, computer, printer, internet and office material.

Institutional

- National University of Loja
- Nacional Mixto Vilcabamba High School
- Library of the National University of Loja
- Library of the technical university
- Cyber cafes

BUDGET

MATERIAL	Quantity
Project (ringed, pasting…)	$40,00
Printing	$50,00
Copies	$50,00
Books	$90,00
Internet	$60,00
Transport	$40,00
OFFICE MATERIAL	
Papers	$20,00
Notebooks and folders	$10,00
TOTAL ESTIMATED BUDGET	$270

FINANCING

The financing of the expenses derived from the present work will be assumed completely by the research author.

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ANNEXES

ANEXE 1 TEACHERS´SURVEY

UNIVERSIDAD NACIONAL DE LOJA

AREA DE EDUCACIÓN ARTE Y COMUNICACIÓN

ENGLISH LANGUAGE DEPARTMENT

TEACHER'S SURVEY

Dear Teachers, The results of this survey will be used in the development of a research about micro-curricular planning and the acquisition of English as a Second Language. Therefore, it will be appreciated that you answer the following questions in a clear and sincere way, since it has educational purposes only.

HYPOTHESIS 1:

TEACHERS AT COLEGIO NACIONAL MIXTO VILCABAMBA KNOW ABOUT MICRO-CURRICULAR PLANNING.

1. WHAT DOES MICRO-CURRICULUM MEAN TO YOU?

a) The highest level of curriculum planned for a school year. ( )

b) The lowest level of the curriculum that is used to program learning operations ( )

c) The programs of a subject area divided into units. ( )

2. WHAT IS THE MOST APPROPRIATE DEFINITION OF MICRO-CURRICULAR PLANNING?

(a) The curriculum decision making process at the national level for the development of new or revised syllabus or handbooks or resources; at school. ( )

(b) It refers to the field of applied linguistics that addresses the lesson issues. ( )

(c) It focuses on determining what students learn in the school. ( )

3. DO YOU BELIEVE THAT MICRO-CURRICULAR PLANNING INFLUENCES THE STUDENT´S SECOND LANGUAGE ACQUISITION?

a) YES ( ) b) NO ( )

Why:

_____

_____

4. WHAT IS YOUR MICRO-CURRICULAR PLANNING BASED ON?

a) Institutional project ( )

b) Your personal judgment ( )

c) Classroom projects ( )

5. WHAT IS ONE OF THE PURPOSES OF CURRICULUM PLANNING?

1. To readjust contents ( )

2. To update methodological strategies ( )

3. To train teachers ( )

4. To fulfill the profile of high school graduate ( )

5. To evaluate teachers` performance ( )

6. WHAT CRITERIA MUST TEACHERS TAKE INTO ACCOUNT TO CARRY OUT THE CURRICULAR PLANNING?

a) Objectives and goals ( )

b) Content ( )

c) Experience and learning activities ( )

d) Assessment ( )

e) Proper use of resources ( )

Hypothesis 2:

TEACHERS AT COLEGIO NACIONAL MIXTO VILCABAMBA USE ADEQUATE DIDACTIC RESOURCES IN THE ENGLISH TEACHING-LEARNING PROCESS.

ii. WHAT OF THE FOLLOWING TECHNIQUES DO YOU USE IN THE TEACHING-LEARNING PROCESS?

Presentations	( )	Demonstrations	( )
Repetitions	( )	Explanations	( )
Feedback	( )	Dictation	( )
Translation	( )	Group dynamic	( )
Following the text	( )	Questioning and answering	( )

8. WHICH OF THE FOLLOWING MATERIAL/TECHNOLOGICAL RESOURCES DO YOU USE IN YOUR ENGLISH CLASS?

English text	( )	Realia	( )
Handouts	( )	Activity worksheets	( )
Brochures	( )	Graph paper	( )
Pictures	( )	Flies	( )
Photocopiable	( )	Website	( )
Videos	( )	Songs	( )

CD-ROMs. ( ) Computer programs ( )

CD player ( ) Overhead projector ( )

9. WHAT ASPECTS DO YOU EMPHASIZE MOSTLY WHEN TEACHING ENGLISH?

Contents ( ) Vocabulary ( )

Skills ( ) Grammar ( )

Balance theory-practice ( )

10. WHICH DO YOU THINK IS THE BEST WAY FOR YOUR STUDENTS TO LEARN ENGLISH?

- through teacher uses target language ( )
- teacher explains the class in English and Spanish ( )
- By talking with foreign people ( )
- Listening to English song's lyrics ( )
- By making repetitions ( )
- By sharing activities with their classmates ( )
- Developing projects through theoretical and practical activities ( )

HYPOTHESIS # 3

TEACHERS ARE UPDATED IN MICROCURRICULAR PLANNING.

11. WHAT IS YOUR OPINION ABOUT THE CURRICULUM PROPOSED BY THE MINISTRY OF EDUCATION REGARDING THE NEEDS OF YOUR CLASSROOM?

……

……

12. HOW OFTEN DO YOU DEVELOP MICRO-CURRICULUM PLANNING

Annually ( ) Weekly ( ) Daily ( )

13.-WHO IS RESPONSIBLE FOR THE MICRO-CURRICULUM PLANNING SUPERVISION?

Rector ( ) Vice-rector ( ) Inspector ( )

Area coordinator ( ) No one ( )

14. HOW OFTEN DO YOU PARTICIPATE IN A CURRICULUM PLANNING SEMINARY

Always ( ) Occasionally ( ) Never ( )

UNIVERSIDAD NACIONAL DE LOJA

AREA DE EDUCACIÓN ARTE Y COMUNICACIÓN

CARRERA DE DOCENCIA EN INGLES

Students' Survey

Dear Students, the results of this survey will be used in the development of a research about micro-curricular planning and the acquisition of English as a Second Language. Therefore, it will be appreciated that you answer the following questions in a clear and sincere way, since it has educational purposes only.

HYPOTHESIS 1: TEACHERS AT COLEGIO NACIONAL MIXTO VILCABAMBA KNOW ABOUT MICRO-CURRICULAR PLANNING.

1. YOUR TEACHER TEACHES THE LESSON TAKING INTO ACCOUNT:

a) The high school year objectives proposed at the beginning of each school year. ( )

b) The objectives proposed at the beginning of each unit. ( )

c) The objectives proposed at the beginning of each class. ( )

2. HOW DOES YOUR TEACHER START THE CLASS?

a) Presents new material ( )

b) Reviews contents ( )

c) Motivates students to learn new things. ( )

3. AS A SECOND STAGE, THE TEACHER ……

a) Reminds the last class learning ( )

b) Teaches new content ( )

c) Presents new exercises ( )

4. AS A THIRD STAGE, THE TEACHER PRESENTS THE NEW CONTENTS THROUGH…

a) Motivation to learn a new content. ( )

b) Motivation to pay attention ( )

c) Motivation to improve behavior ( )

5. AS A FOURTH STAGE, THE TEACHER MAKES STUDENTS PRACTICE THROUGH?

a) Evaluations of the content taught. ( )

b) Feedback regarding the new contents ( )

c) A variety of exercises about the content. ( )

6. AS A FIFTH STAGE, TEACHER GIVES FEEDBACK THROUGH?

a) Games related to the theme taught ( )

b) Exercises and problem solving ( )

c) Homework revision ( )

7. AS SIXTH STAGE, TEACHER CHECKS YOUR LEARNING TAUGHT THROUGH.

a) The teacher evaluates through an assement. ( )

b) The teacher evaluates through a Quiz ( )

c) The teacher evaluates through some exercises ( )

HYPOTHESIS 2:

TEACHERS AT COLEGIO NACIONAL MIXTO VILCABANBA USE ADEQUATE DIDACTIC RESOURCES IN THE ENGLISH TEACHING PROCESS.

8. WHAT ASPECTS DOES YOUR TEACHER CONSIDER DURING THE LESSON?

a) Goals	( )	b) Content	( )
c) Assessment	( )	d) Previous knowledge	( )
d) Level	( )	e) Quiz	( )

9. WHICH OF THE FOLLOWING TECHNIQUES DOES YOUR TEACHER USE IN THE TEACHING- LEARNING PROCESS?

a) Presentations	( )	f) Dictation	( )
b) Demonstrations	( )	g) Translation	( )
c) Repetitions	( )	h) Group dynamic	( )
d) Explanations	( )	i) Following the text	( )
e) Feedback	( )	j) Questioning and answering	( )

10. WHICH OF THE FOLLOWING DIDACTIC RESOURCES DOES YOUR TEACHER USE IN THE ENGLISH CLASS?

a)	English text	( )	Realia	( )
c)	Graph Paper	( )	Pictures	( )
e)	Website	( )	Videos	( )
g)	Overhead Projector	( )	Cd Player	( )
i)	CD player	( )	Handouts	( )
k)	Activity Worksheets	( )	Brochures	( )
m)	Files	( )	Photocopiables	( )
o)	Songs	( )	CD_ROMs	( )
q)	Computer programs	( )	Overhead projector	( )
s)	Flash cards	( )	TV	( )

11. WHICH IS THE BEST WAY TO LEARN ENGLISH FOR YOU?

a) Speaking full English class ( )

b) Practicing with native speakers ( )

c) Projects through theorical and practical activities ( )

d) Listening to English song lyrics development ( )

e) Making repetitions ( )

f) Studying in an English academy ( )

HIPOTHESIS 3

TEACHERS ARE UPDATED ABOUT MICROCURRICULUM PLANNING.

12. ASPECTS THAT THE MINISTRY OF EDUCATION SHOULD CONSIDER IN THE ENGLISH CURRICULUM**.**

a) Level of the students ( )

b) Number of students ( )

c) Age of the students ( )

d) Number of hours to learn English ( )

13. WHAT ASPECTS DOES YOUR TEACHER EMPHASIZE MOSTLY WHEN HE/ SHE TEACHES THE ENGLISH LESSON?

a) Contents ( )

b) Skills ( )

c) Vocabulary ( )

d) Grammar ( )

e) Balance theory- practice ( )

THANKS

IMPLEMENTATION OF MACRO CURRICULUM CONTENT IN ECUADOR

INTRODUCTION

According to (Richards. J.C. & Schmidt. R., 2010) English is unquestionably the world's *lingua franca* at present. Not only is much of our technological, scientific, academic, and social information written in English, but also learning and speaking more than one foreign language is essential in order to interact and communicate in today's globalized world.

The modern education has the challenge of developing skills, as for instance the Ecuadorian Ministry of Education considers the following three key issues:

- The English language as a tool to understand people and cultures beyond linguistic and geographic boundaries;
- That the English curriculum apply the standards the Common European Framework of Reference: Learning, teaching, assessment (CEFR).
- That the Communicative Approach is recognized, because it comprises a set of principles about the nature of language and its teaching-learning.

Regarding (Richards. J.C. & Rodgers. T.S., 2001) The MinEduc recognizes that the main objective of the present English curriculum design is to help students develop their communicative language skills through the consideration of the following principles:

- Language is a system for the expression and conveyance of meaning.
- The primary function of language is interaction and communication.
- The structure of language reflects its functional and communicative uses.

Therefore, the following English curriculum guidelines are shaped by the CEFR and their underlying philosophy is the Communicative Language Teaching approach.

3.1 APPROACH CHARACTERISTICS

The communicative-functional approach proposed for the English curriculum for eighth, ninth, and tenth year of *Educación General Básica* (EGB) and first, second, and third year of *Bachillerato*, is characterized by two main features:

1. Focus on real-world contexts where students will use the language productively (through speaking and writing) and receptively (through listening and reading) outside the classroom and the classroom tasks-activities.

2. Relationship of language forms (grammar, vocabulary, and pronunciation) and function (use), in order to involve students in the authentic, functional use of language.

As a result of the above mentioned approach, Ecuadorian students of the public educational system will be able to achieve meaningful objectives in different fields (i.e. science, commerce, technology) and to develop opportunities either within Ecuador or abroad.

1.2. What is the CEFR?

The CEFR is a planning tool for teachers, examiners, textbook writers, teacher trainers, and educational administrators. It describes what language learners should be able to do at different stages of the learning process and what knowledge and skills they need to communicate effectively in the target language.

The CEFR basically proposes a scale of six language proficiency levels that goes from A1, for those who are at a beginning stage, to C2, for those who can use language at high levels of discourse, and to provide a common ground for language learning, the CEFR provides assessment indicators for the four basic language skills.

1.3. CEFR Common Reference Levels

The six levels proposed by the CEFR have been described as follows:

- ✓ A1-A2: basic users of the language;
- ✓ B1-B2: independent users of the language; and,
- ✓ C1-C2: proficient users of the language.

Level A1: Learners are able to introduce themselves and introduce others and provide personal information about their home and belongings.

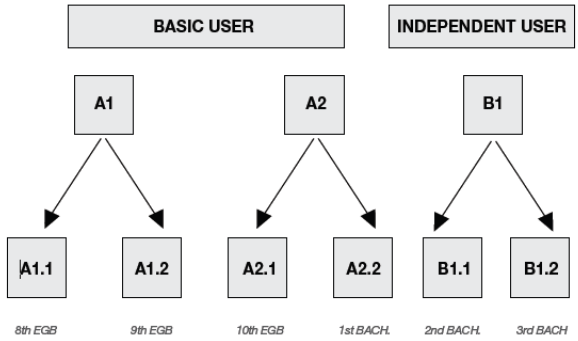
Level A2: Learners are capable of understanding frequently used phrases in areas such as family, shopping, and places of interest. Additionally, they are able to communicate and to execute simple tasks based on routine activities that do not require much verbal interaction.

Level B1: Learners are capable of understanding the main points of readings written that can be related to work, personal life, and leisure activities. Moreover, learners are able to communicate effectively while traveling in countries, to write simple, coherent essays, and to justify their opinions and explain their future plans.

1.4. CEFR Reference Levels in the Ecuadorian Educational System

The three aforementioned language proficiency levels will be applied in the public educational system gradually through a branching approach as shown in figure 1 below:

Figure 1. Levels of proficiency and their application per school year



As shown in figure 1, each CEFR level (A1, A2, and B1) has been divided into two parts as follows:

A1,1 or level A1 in progress	Which implies that levelA1 language competence is being developed
A1,2 or true level a1	Which implies that the language competence of a basic user level A1 has been achieved
A2.1 or level A2 in progress	Which implies that level A2 language competence is being developed

A2.2 or true level A2	Which implies that the language competence of a basic user level A2 has been achieved
B1.1 or level B1 in progress	Which implies that level B1 language competence is being developed
B1,2 or true level B1	Which implies that the language competence of an independent user level B1 has been achieved

The following four considerations were taken into account for this division: (1) according to (Lightbown, P.M., & Spada, N., 2011) all school programs should be based on realistic estimates of how long it takes to learn a second, (2) concerning (van Ek, J.A., & Trim, J.L., 1988) the amount of time suggested to reach a true B1 level is 400 hours of effective classroom instruction, (3) that five weekly class periods have been legally established for English classes for every school year since 1993, and (4) that students in the Educational public system receive and attend 45-minute class periods.

Regarding (Brown,2007) one assumption made for assigning a higher number of hours to complete true levels is that more time of exposure to English will allow learners to compensate for the lack of ready communicative

situations outside the classroom, which is characteristic of contexts such as Ecuador where English is learned as a foreign language.

(Lightbown, P.M., & Spada, N., 2011) Affirm that more periods of exposure to the target language will also allow teenagers to catch up quickly to those students who began learning English at an earlier age in programs offering only a few hours a week of instruction.

2. Curriculum Overall Objectives

2.1. Curriculum Exit Profile (Level B1)

Regarding the *linguistic* component of communicative competence, high-school graduates at the B1 level will be able to:

✓ Have a sufficient range of language to describe unpredictable situations, explain the main points in an idea or problem, and express thoughts on abstract or cultural topics.

✓ Have enough language to get by with sufficient vocabulary to express themselves with some hesitation and circumlocution on topics such as family, hobbies, and interests, work, travel, and current events.

Regarding the *sociolinguistic* component of communicative competence, high-school graduates at the B1 level will be able to:

- ✓ Perform and respond to a wide range of language functions.
- ✓ Be aware of noticeable politeness conventions, and act appropriately.
- ✓ Be aware of and look out the most significant differences between the customs, usages, attitudes, values, and beliefs.

Regarding the *pragmatic* component of communicative competence, high-school graduates at the B1 level will be able to:

- ✓ Adapt their expression to deal with less routine, even difficult situations.
- ✓ Exploit a wide range of simple language flexibly to express what they want.
- ✓ Intervene in a discussion on a familiar topic using a suitable phrase.
- ✓ Initiate, maintain, and close simple face-to-face conversation on various topics.
- ✓ Relate a straightforward narrative or description.
- ✓ Link a series of shorter discrete simple elements into a connected.

With regard to the language skills, high-school graduates at the B1 level will be able to:

Listening:

✓ Understand the main points of clear in informal situations at school, work, leisure, etc.; and

✓ Understand the main point of many radio or television programs on interest topics.

Reading:

✓ Understand texts that consist of high-frequency, everyday language; and

✓ Understand the description of events, feelings, and wishes.

Speaking:

✓ Deal with most situations likely to arise while travelling in an area where the language is spoken,

✓ Connect phrases in order to describe experiences, events, dreams, hopes, etc.

✓ Describe their reactions to the plot of a book or film; and narrate a story.

Writing:

✓ Write simple connected text on topics which are familiar or of personal interest.

✓ Write personal letters describing experiences and impressions.

2.2. Exit Profile Level A1

By the end of the 9th year *EGB*, students will have reached the communicative competence for A1 proficiency level (basic user) and will be able to:

✓ Understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type.

✓ Ask and answer questions about personal details such as where they live.

✓ Understand, identify, and produce very simple informational, transactional, and expository texts.

✓ Be aware of the society and culture of the community or communities in which English is spoken.

2.2.1. Specific objectives per school year (8th & 9th *EGB*)

According to (Trim, 2009) to show articulation and progression, the specific objectives for listening and speaking have been formulated by taking into

consideration the three main domains of interest for the target group (i.e. personal, educational, and public).

The first two (personal and educational) are addressed in level A1.1 because they constitute the learners' immediate surroundings. On the other hand, the third one (public) is addressed in level A1.2 as it constitutes the learners' extended surrounding.

COMMUNICATIVE COMPETENCE	**PROFICIENCY LEVEL**	
	A1.1: By the end of 8th year *EGB*, students will be able to:	A1.2: In addition to what was learned in 8th year *EGB*, by the end of 9th year *EGB*, students will be able to:
Linguistic Component	- Have a repertoire of words and phrases related to their personal and educational background.	- Have repertoire of words and phrases related to their social background. - Have limited control of a few simple grammatical structures and sentence

	- Have limited control over a few simple grammatical structures and sentence patterns in a learned repertoire.	patterns in a learned repertoire.
Sociolinguistic Component	- Use basic expressions to impart and elicit factual information as well as socialize.	- Establish basic social contact by using the simplest everyday polite forms to make requests, express gratitude, and apologize.
Pragmatic Component	- Link words or groups of words with very basic linear connectors like *and* or *or*.	- Link words or groups of words with a wider variety of basic linear connectors like *but* , *then*, etc.

The communicative competence components are activated through the development of the four language skills as seen below:

ANGUAGE SKILLS	**PROFICIENCY LEVEL**	
	A1.1: By the end of the 8th year *EGB*, students	A1.2: By the end of the 9th year *EGB*, students will be

	will be able to:	able to:
Listening	- In simple spoken texts, understand expressions, and sentences related to the learner's personal and educational background. - Follow speech which is very slow and carefully articulated within the personal and educational domains.	- In simple spoken texts, understand expressions, words, and sentences related to the learner's social background. - Understand speech which is very slow and carefully articulated within the public domain.
Reading	- Understand and identify very simple *informational* texts a single phrase at a time, picking up familiar names, words, and basic phrases.	- Understand and identify simple *informational, transactional* and *expository* texts a single phrase at a time, picking up familiar names, words, and basic phrases.

	- Extract the gist and key information.	- Extract the gist and key information.
Speaking	- Produce slow, hesitant, planned monologues (i.e. with frequent pauses to search for expressions). - Interact in a simple way by asking and answering simple questions about the learners' personal and educational background.	- Produce slow, hesitant, planned dialogues (i.e. communication still depends on repetition). - Interact in brief informal discussions, in a simple way by asking and answering simple questions about the learners' personal, educational and social background.
Writing	- Produce very simple *informational* texts that can have little or no detail, can have little variety in sentence structure.	- Produce informational, transactional and expository texts consisting of a, sequence of simple sentences that have more detail.

2.3. Essential assessment indicators per school year.

LANGUAGE SKILLS	PROFICIENCY LEVEL	
	A1.1: 8th year EGB	A1.2: 9th year EGB
Listening	- Recognize and distinguish the words, expressions, and sentences in simple spoken texts related to the learner's personal and educational background. - Distinguish phonemically distinct words related to the learners' *personal* and *educational* background (e.g. name, address, pencil, etc.). - Extract the gist and key	- Recognize and distinguish the words, expressions, and sentences in simple spoken texts related to the learner's social as well as their personal and educational background. - Distinguish phonemically distinct words related to the learners' social (e.g. movie, holiday) as well as their *personal and educational* background. - Extract the gist and key information items from simple informational,

	information items from simple informational texts.	transactional, and expository texts.
Reading	- Understand and identify short, simple *informational* texts (e.g. labels, messages, postcards, timetables, etc.) by making use of clues such as visuals, text shape and layout, and reading one phrase at a time. - Extract the gist and key information items from short, simple *informational* texts—especially if there is visual support.	- Understand and identify simple *informational, transactional*, and *expository* texts (e.g. personal letters, short biographies, signs, etc.) by making use of clues such as visuals, text shape and layout). - Extract the gist and key information items from simple, longer (than those in 8th EGB) *informational, transactional*, and *expository* texts- especially if there is visual support-and with the aid of a dictionary.

Speaking	**Production** - Pronounce words, expressions, and statements in their personal and educational repertoire intelligibly, phonetically differentiating distinct words so as to avoid misunderstandings. - Read aloud a short set of written instructions which are clear and simple. **Interaction** - Participate in short conversations on very familiar topics within the	**Production** - Pronounce words, expressions, and statements in their social as well as personal and educational repertoire intelligibly, phonetically differentiating distinct words so as to avoid misunderstandings. - Read aloud a written text which is clearly written in simple language. **Interaction** - Participate in brief informal discussions among friends in a relatively quiet atmosphere and on very

	personal and educational domains. - Ask and answer questions about themselves and other people, where they live, people they know, things they have, etc.	familiar topics within the personal, educational, and social domains. - Indicate time by using expressions that indicate present and immediate present.
Writing	- Write isolated phrases and sentences for simple *informational* texts such as labels, messages, forms, cards, etc. by using basic appropriate punctuation marks (i.e. commas and periods).	- Write sequences of simple phrases and sentences about themselves and imaginary people, where they live, and what they do for short *informational, transactional* and *expository* texts (e.g. flyers, posters, personal letters, autobiographies, etc.) by using basic appropriate punctuation marks.

2.4. Exit Profile Level A2

By the end of 1st year Bachillerato, students will have reached the communicative competence for A2 proficiency level (basic user), and they will be able to:

✓ Understand sentences and expressions related to areas of most immediate relevance (e.g. shopping, local geography, employment);
✓ Communicate in simple, routine tasks requiring a simple, direct exchange of information on familiar and routine matters;
✓ Understand, identify, and produce longer, more detailed informational, transactional, and expository texts.

2.4.1. Specific objectives per school year (10th year EGB & 1st year Bachillerato)

Concerning (Trim, 2009) to show articulation and progression, the specific objectives for listening and speaking have been formulated by taking into consideration the *four* main domains of interest for the target group: personal, educational, public, and vocational.

Regarding (Brown, 2007) reading and writing, the specific objectives have been established for students to face different text types they may encounter when they read English. Furthermore, learners will already be familiar with some samples of three specific text types: informational, transactional, and expository.

COMMUNICATIVE COMPETENCE	**PROFICIENCY LEVEL**	
	A2.1: By the end of 10th year *EGB*, students will be able to:	A2.2: By the end of 1st year *Bachillerato*, students will be able to:
Linguistic Component	- Have a limited repertoire of short memorized phrases covering predictable survival situations at the personal and educational level. - Produce brief, everyday expressions	- Have a repertoire of basic language which enables them to deal with everyday situations with predictable content in the public and vocational domain-complementary. - Use simple basic sentence patterns and communicate

	in order to satisfy simple needs of concrete types: personal and educational details, daily routines, wants and needs.	with formulaic phrases and groups of few words about themselves and other people.
Sociolinguistic Component	- Perform and respond to simple language functions.	• Socialize and express opinions and attitudes.
Pragmatic Component	- Adapt and build well-rehearsed simple, memorized phrases to particular circumstances.	• Expand learned and built phrases through simple recombination of their elements.

The communicative competence components are activated through the development of the four language skills:

LANGUAGE SKILLS	PROFICIENCY LEVEL	
	A2.1: By the end of the 10th year EGB, students will be able to:	A2.2: By the end of the 1st year Bachillerato, students will be able to:
Listening	- Perceive, memorize, and note down words and expressions in the personal, educational, and public domains. - Make use of clues such as stress and intonation to identify and understand relevant information.	- Perceive, memorize, and note down words and expressions in the public and vocational domains- complementary to the personal and educational background. - Make use of clues such as relevant pauses, tone of voice, stress, and intonation to identify and understand relevant information.
Reading	- Understand and identify longer, more complex transactional	- Understand and identify longer, more complex transactional, expository and

	and expository texts (e.g. formal letters, biographies, etc.).	informational texts as well as simple procedural and narrative texts (e.g. traveling forms, recipes, short personal stories etc.).
Speaking	- Use a series of phrases and sentences linked onto a list to communicate in simple and routine tasks. - Exchange within the personal and educational domains even though they can understand enough to keep the conversation.	- Use a series of phrases to communicate routine tasks within the public and vocational domains- complementary to the personal and educational background. - Exchange within the public and vocational domains even though they can understand enough to keep the conversation.
Writing	- Produce longer, more detailed, complex	- Produce simple procedural and narrative texts with some

	transactional and expository texts with more variety in sentence structure and lexical range.	detail and variety in sentence structure yet may contain some usage error.

2.4.2. Essential assessment indicators per school year.

Assessment indicators for every skill:

LANGUAGE SKILLS	PROFICIENCY LEVEL	
	A2.1: 10th year EGB	A2.2: 1st year Bachillerato
Listening	- Identify words and expressions used in a slower, yet natural colloquial style, by native speakers and non-native speakers within the personal and educational domain.	- Identify words and expressions used in a slower, yet natural colloquial style, by native speaker and non-native speakers within the public and vocational domain-complementary to the personal and educational background.

	- Catch the main idea in short, clear, more complex texts within the personal and educational domain (e.g. weather forecast, school timetables, etc.). - Identify the main idea of recorded news and interviews reporting on seasonal festivals, environmental issues, food and international customs, climate, weather, etc. - Identify the main points of television news reporting seasonal festivals, environmental	- Catch the main idea in short, clear, simple announcements given publicly within the personal, educational, public and vocational domain (i.e. traffic and tourist information, publicity texts, routine commands, etc.). - Identify the main idea and sequence of events of recorded news reporting public entertainment, events, accidents, etc. - Identify the main point of television news reporting public entertainment, events, accidents, etc., where the

	issues, climate, weather, etc., where the visuals support the commentary-provided technological resources are available.	visuals support the commentary-provided technological resources are available.
Reading	- Deduce the meaning of complex words composed of elements (bases and affixes) which are familiar to the learners in transactional and expository texts. - Find specific predictable information in longer transactional and expository material (e.g. formal letters, biographies, etc.) than those presented in the 9th year EGB.	- Deduce the meaning of complex words composed of elements (bases and affixes) which are familiar to the learners in transactional, expository, informational, procedural, and narrative texts. - Find specific predictable information in longer transactional, expository and informational material (e.g. traveling forms, brochures, etc.) than those presented in previous years as well as in

		short procedural and narrative texts (e.g. recipes and adventure stories).
Speaking	**Production** - Use new words and expressions which occur in conversations in the personal and educational domains, and make use of such terms and expressions whenever appropriate/necessary. - Give short, basic descriptions of everyday events and activities within the personal and educational domains (e.g. their family, living conditions, and	**Production** - Repeat new words and expressions which occur in conversations in the personal, educational, public and vocational domains, and make use of such terms and expressions whenever appropriate/necessary. - Give short, basic descriptions and sequencing of everyday events and activities within the personal, educational, public and vocational domains (e.g. their environment, present or most

	educational background). - Understand clear, standard speech on familiar matters within the personal and educational domains, provided they can ask for repetition or reformulation from time to time. **Interaction** - Interact with reasonable ease in structured situations (e.g. an interview) and short conversations within the corresponding domains, provided they are	recent job, etc.). - Understand clear, standard speech on familiar matters within the personal, educational, public, and vocational domains, provided they can ask for repetition or reformulation from time to time. **Interaction** - Interact with reasonable ease in structured situations (e.g. an interview) and short conversations within the corresponding domains, provided they are addressed clearly, slowly, and directly.

	addressed clearly, slowly, and directly. - When addressed directly in a formal meeting, say what they think about issues within the personal and educational domains, provided they can ask for repetition of key points if necessary. - Speech is clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time.	- When addressed directly in a formal meeting, say what they think about issues within the personal, educational, public and vocational domains, provided they can ask for repetition of key points if necessary. - Speech is readily intelligible both to native speakers and to non-native speakers who approximate to standard norms.

Writing	- Write short words that are in their vocabulary with reasonable phonetic accuracy (but not necessarily full standard spelling). - Write short definitions for people, things, places, etc. by indicating their features or use. - Write short, simple formal letters and imaginary biographies.	- Write short sentences on everyday subjects (e.g. directions: how to get somewhere). - Write about everyday aspects of their environment, e.g. people, places, a job, or study experience in linked sentences. - Write short narratives such as adventure or realistic fiction.

2.5. Exit Profile Level B1

By the end of the 3rd year Bachillerato, students will have reached the communicative competence for B1proficiency level (Independent User), and they will be able to:

✓ Understand the main points of clear, standard matters regularly encountered in work, school, leisure, etc.;

✓ Produce simple, connected text on topics which are familiar or of personal interest;

✓ Describe experiences and events, dreams, hopes, and ambitions;

✓ Briefly give reasons and explanations for opinions and plans;

✓ Descriptions and narratives (e.g. business letters, media article, experiments, personal narratives, etc.)

✓ Be aware of and look out for signs of the most significant differences between the customs, usages,

2.5.1. Specific objectives per school year (2nd & 3rd Bachillerato)

(Trim, 2009) affirms to show articulation and progression, the specific objectives for listening and speaking have been formulated by taking into consideration four main domains of interest for the target group (i.e. personal, educational, public, and vocational). This division is because not only has the level of complexity of the language used in these levels been considered but the relevance and future utility within the domains have also been taken into account.

Regarding (Brown, 2007) reading and writing, the specific objectives have been established for students to face different text types they may encounter when they read English. Also, because learners should already be familiar with some samples of four specific text types (transactional, expository, procedural, and narrative).

COMMUNICATIVE COMPETENCE	**PROFICIENCY LEVEL**	
	B1.1: By the end of the 2nd year *Bachillerato*, students will be able to:	B1.2: By the end of the 3rd year *Bachillerato*, students will be able to:
Linguistic Component	- Have enough language to get by with sufficient vocabulary to express themselves with some hesitation and circumlocutions. - Handle more unfamiliar topics and situations with lexical limitations.	- Have a repertoire of language which enables them to explain the main points in an idea or problem. - Have a sufficient range of language to describe unpredictable situations. - Use a repertoire of

	- Communicate with reasonable accuracy in familiar contexts and generally have good control of routines and patterns.	frequently used routines and patterns associated with more predictable situations and some unpredictable situations.
Sociolinguistic Component	- Be aware of salient politeness conventions of the foreign culture.	- Perform and respond to a wide range of language functions.
Pragmatic Component	- Exploit a wide range of simple language	- Adapt their expression to deal with less routine.

The communicative competence components are activated through the development of the four language skills:

LANGUAGE SKILLS	**PROFICIENCY LEVEL**	
	B1.1: By the end of the 2nd year Bachillerato, students will be able to:	B1.2: By the end of the 3rd year Bachillerato, students will be able to:
Listening	- Understand the main	- Understand the main points of clear standard

	points of clear standard speech on familiar matters regularly encountered in the personal and educational domains.	speech on familiar matters regularly encountered in the public and vocational domains.
Reading	- Understand and identify longer, more complex expository, procedural and narrative texts than those in 1st year Bachillerato.	• Understand and identify longer, more complex transactional texts (e.g. job application letters and forms) than those in previous years as well as simple persuasive texts.
Speaking	- Communicate with some confidence on familiar routine and non-routine matters related to their interests and educational field.	- Exchange, check, and confirm information to deal with less routine situations and explain why a problem has occurred and give possible solutions.

Writing	- Convey information and ideas on abstract as well as concrete topics through the text types that correspond to the level with reasonable precision.	- Check information and ask about or explain problems through the text types that correspond to the level with reasonable precision.

2.5.2. Essential assessment indicators per school year.

Assessment indicators for every skill:

LANGUAGE SKILLS	**PROFICIENCY LEVEL**	
	B1.1: 2nd year Bachillerato	B1.2: 3rd year Bachillerato
Listening	- Follow in outline straightforward short talks on familiar topics within the personal and educational domains provided these are delivered in clearly articulated, standard	- Follow a short lecture or talk within the public and vocational domain, provided the subject matter is familiar, and the presentation is straightforward and clearly structured.

	speech. - Within the personal and educational domains, follow the main points of extended discussion among native speakers talking around them, provided speech is clearly articulated in standard dialect.	- Within the public and vocational domains, follow the main points of extended discussion among native speakers talking around them, provided speech is clearly articulated in standard dialect.
Reading	- Scan longer expository, procedural, and narrative texts than those in 1st year Bachillerato in order to locate desired information. - Recognize significant points in straightforward	- Scan longer expository, procedural, narrative, transactional, and persuasive texts than those studied in previous years to locate desired information from different parts of the texts. - Recognize the line of

	media articles on familiar subjects. - Understand clearly written, straightforward descriptions of procedures, events, feelings and wishes in the corresponding text types.	argument in the treatment of the issue presented, though not necessarily in detail. - Understand clearly written, straightforward descriptions of viewpoints and job-related language.
Speaking	**Production** - Relate details of unpredictable occurrences (e.g. a real or imaginary event) within the corresponding domains. - Connect phrases in a simple way in order to	**Production** - Relate details of unpredictable occurrences (e.g. an accident) within the public and occupational domains. - Connect phrases in a simple way in order to describe experiences and

	describe experiences and events, their dreams, hopes, and ambitions within the corresponding domains. - Speech is clear enough but a foreign accent is usually evident; there are frequent mispronunciations, however. **Interaction** - Give or seek friends/peers' personal views and opinions in discussing topics of interest within the	events, their dreams, hopes, and ambitions within the vocational domain. - Speech is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur. **Interaction** - Give or seek acquaintances/ colleagues' personal views and opinions in discussing topics of interest within the corresponding domains. - Compare and contrast alternatives within the public

	corresponding domains. - Compare and contrast alternatives within the personal and educational domains. - Express the main point they wish to make comprehensibly. - Express beliefs, opinion, and agreement/ disagreement politely within the personal and educational domains. - Cope with less routine situations in shops, post offices, or banks (e.g. returning an	and vocational domains. - Explain the main points in an idea or problem with reasonable precision. - Express beliefs, opinion, and agreement/ disagreement politely within the public and vocational domains. - Deal with most transactions likely to arise while traveling, arranging travel/ accommodation, or dealing with authorities during a foreign visit. - Summarize and give their opinion about a short

	unsatisfactory purchase or making a complaint). - Summarize and give their opinion about a short story, article, talk, discussion, and answer further questions of detail. - Take some initiatives in an interview/ consultation (e.g. bringing up a new topic) but very dependent on the interviewer during the interaction.	interview, documentary, book, film, discussion, etc., and answer further questions of detail. - Carry out a prepared interview checking and confirming information though may occasionally have to ask for repetition if the other person's response is rapid or extended.
Writing	**Production** - Write accounts of events, experiences,	**Production** - Develop an argument well enough to be followed

	(i.e. a real or imagined recent trip) describing feelings and reactions in simple, connected text. - Summarize, report, and give their opinion about accumulated factual information on familiar routine matters within their fields (Social studies, Science, etc.) with some confidence. **Interaction** - Write notes conveying simple information of immediate relevance to friends, service people, teachers, and others.	without difficulty most of the time. - Summarize, report, and give their opinion about accumulated factual information on familiar routine and non-routine matters within their fields (Social studies, Science, etc.) with some confidence. I**nteraction** - Take messages communicating enquiries and explaining problem when travelling or at work.

CONSISTENCE MATRIX

THEME: "MICRO CURRICULAR PLANNING AND ITS INFLUENCE ON THE ACQUISITION OF ENGLISH AS A SECOND LANGUAGE WITH THE STDUDENTS OF 8th, 9th and 10th GRADES OF BASIC EDUCATION AT COLEGIO NACIONAL MIXTO VILCABAMBA . ACADEMIC PERIOD **2014-2015**

PROBLEMS	OBJECTIVES	HYPOTHESIS	VARIABLES	INDICATORS
Problem: • Teachers are not up to date regarding curricular content. • Teachers do not use instructional practices related to standards curriculum in the students. • Teachers do not plan instructions effectively	**General:** • To establish the impact of Micro curricular in planning acquisition of second language on Classroom in the Colegio Nacional Mixto Vilcabamba, given the fact that the curriculum is Deemed to be the vehicle	**General:** • The students 'acquisition of English as second language in the Colegio Nacional Mixto Vilcabamba is directly related with micro curriculum	Micro curricular planning	**Linguistic components** **Social-linguistics components**

utilizing materials and resources to achieve the objectives of the curriculum. • Teachers do not promote confidence and perseverance in the students that stimulate increased personal student responsibility for achieving the goal of the curriculum. • Teachers do not give instructions according to the planning and do not communicate accurate content knowledge. • Teachers do not use	which will ensure that all students have the knowledge skills and Attitudes which will facilitate social and personal development growth. **Specifics:** • Examine Micro curriculum planning dissemination into the teachers of 8th, 9th and 10th grade of Basic Education at Colegio	planning **Specifics** • Teachers know about micro curriculum planning but they are not guided by it in the class development.	Acquisition of English Second language	**Pragmatic components** **Proficiency level** **Production**

appropriate methods to develop the different skills. • Teachers do not plan for effective distribution of time during the lesson • Teachers do not provide regular feedback during the lesson. • Teachers do not evaluate trying innovate approaches and do not redefine instructional strategies ,including the effective use of technologies to increase students learning and	Nacional mixto Vilcabamba. • Probe the provision and use of the resources • Provide possible suggestions and solutions which could be included in a program to facilitate effective micro curriculum	• Teachers use adequate resources in the process of learning English • Teachers are updated in micro curriculum planning		**Interaction** **Language skills** • **Listening** • **Speaking** • **Writing** • **reading**

confidence to learn • Teachers do not provide in the planning lesson closure such as review of vocabulary or key concepts or key concepts **Sub-problems:** • Does the Micro Curricular Planning have influence to develop English as second language at Nacional Mixto Vilcabamba High School academic period 2013-2014? • Are the teachers planning	implementation.			

the lesson daily and effectively in order to acquire English as second language at Nacional Mixto Vilcabamba High School, academic period 2014-2015?				

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